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ABSTRACT

The team assigned to develop a unit of study on Urbanization chose to examine a small town in Canada as a means of creating better understanding of urban growth, problems, and solutions. The general purpose was to develop in students an increased awareness of their own community by giving them an opportunity to observe, experience and participate in the affairs of a small community. It was submitted that involvement through direct observation and experience enable students not only to discover common problems which now exist in most urban communities, but also to channel their energies into seeking solutions to those problems. Grade 11 students visited Chilliwack (near Vancouver, B.C.) to study its characteristics, population, economic factors, and the general way of life and attitudes of the residents. Four weeks were required for planning, organization, field study, and classroom evaluation. Materials included show the development of the project. Expected materials to be developed are listed: specific, practical suggestions on how to approach a similar study of their small communities; videotapes of the planning, organizational, and actual activities; sample multimedia kits illustrating the type of product possible from such a Project. A main thrust was to develop meaningful aids toward inquiry training. Related documents are: ED 055 011-020. (JMB)

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Small Town Canada

A Study of Life Styles in Transition

Alpha Secondary School,
4600 Parker Street,
Burnaby 2, B. C.

CURRICULUM DEVELOPMENT TEAM PERSONNEL

J. DOYLE

G. ONSTAD

CURRICULUM DEVELOPMENT CONSULTANTS

T. DYKES

S. KING

DR. J.L. ROBINSON

E. WONG

Resources once determined the nature and structure of communities, but electric energy is no respecter of geography. It is everywhere, waiting to be plugged in.

Success or failure is now everyone's responsibility.

- R. Buckminster Fuller

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Curriculum Development Team Personnel

Judith Anne Doyle

(a) Educational Background

Elementary School in British Columbia and secondary school in Nova Scotia, graduated from Mount Saint Vincent Academy, Halifax (1948); Bachelor of Arts, majors in History and Geography, University of British Columbia (1951); One Year Program for Graduates, Faculty of Education, University of British Columbia (1965).

(b) Teaching Experience

Alpha Secondary School, Burnaby, B. C. (1965-71).

Subjects taught: Social Studies 8 - 11; Geography 12; Economics 11; English 8 - 10; Guidance and Counselling 8.

(c) Professional Organizations

Burnaby Teachers' Association - Staff Representative from Alpha Secondary School (1967-71); Ad Hoc Committee on Volunteer Teacher Aides (1970); Action Committee (1970-71); Elected to two-year term on District Resource Center Committee (June 1971); Nominated by Burnaby Teachers' Association to position of Curriculum Director, British Columbia Teachers' Federation (1971); Social Studies PSA (1966-71); Counsellors' PSA (1968-70).

(d) Other

Group Development Worker for the Association of Co-operative Pre-School Groups (1962-64); Member of the Education Committee of the Society for Pollution and Environmental Control (SPEC), (1970); Traveled extensively in Canada and the United States.

Gary Stewart Onstad

(a) Educational Background

Elementary and secondary education in Weyburn, Saskatchewan; Bachelor of Commerce, University of Alberta, Edmonton (1957); Bachelor of Law, University of British Columbia (1960); One Year Course for Graduates, Faculty of Education, University of British Columbia (1963).

(b) Teaching Experience

Bacon Secondary School, London, England (1960-61); David Thompson High School, Invermere, B. C. (1961-62); Rutherford Secondary School, London, England (1966); Alpha Secondary School, Burnaby, B. C. (1963-'65: 1966-71); Presently Department Head, Social Studies Department (1967-71).

Subjects taught: Elementary Social Studies; English; Physical Education; Social Studies 8 - 11; Law 11; History 12; English 9 - 11; Commerce; Guidance; Band.

(c) Professional Organizations

Local - Immediate Past President, Burnaby Teachers' Association; Negotiated Learning and Working Conditions Contract; Served on various Agreements, Learning Conditions Committees; Presently Chairman, District Resource Center Committee; Member Resolutions, Action Committees; Member, Burnaby Teachers' Association Executive.

Provincial - Member-at-large elect, B. C. Teachers' Federation Executive; Geographical Representative for Burnaby to BCTF Representative Assembly (1970-71); Member, Bargaining Rights of Teachers Committee (1969-70); Member, Social Studies PSA (1966-71).

(d) Other

Has traveled extensively in Europe, visiting schools in England, France, Czechoslovakia and Hungary; Worked on Municipal Government Survey, Central Office of Information, London, England.

Consultants to the Project

Tom Dykes — *Social Studies Teacher, Edward Milne Secondary School, Sooke, B. C.*

Mr. Dykes is an enthusiastic Social Studies teacher who has been experimenting with the use of video-tape and film in the study of urban problems. He has used the field study as a major technique in his teaching approach. With full access to a video-tape portable camera, as well as Super 8mm cameras, his students have produced various programs relating to urban studies. Mr. Dykes was invited to the school to a one-day workshop during which he displayed the type of approach he has been using. Students and teachers were given many new insights into the use of such media and much valuable discussion of the school project resulted in a clarification of aims and learning outcomes.

Stanley King — *Dip. Arch., M. Arch., ARIBA, MRAIC, Architect and Planner.*

Stanley King brings a vast experience in urban planning and architecture to the project. His imaginative approach to urban studies is being developed in the Participation Centre for Environmental Design at the Faculty of Education, University of British Columbia.

Mr. King has worked with elementary and secondary students in numerous innovative experiments designed to increase "user" awareness of the urban environment. Such experiments have been carried out in Montreal, Vancouver, Kelowna and Burnaby. Through the use of "draw-ins," students are encouraged to respond to Mr. King's charcoal images in order to develop individual perceptions of the kinds of urban environments the students desire. Students contribute through verbal expression or through drawings of their own.

As consultant to the project, Mr. King has given valuable advice to team leaders and students as they planned the first phase of the project. His participation in meetings, seminars and initial planning visits has provided project participants with a "seeing-eye architect." Indeed, as many of the students discovered, a walking tour down any street with Stanley King along is an "eye-opener." Analysis and criticism of the Student Preview Day were also part of Mr. King's contributions.

On-site sketches drawn by Mr. King provided the basis for a televised "draw-in" filmed at Channel 10 (Educational Television) studios in Vancouver on May 28, 1971. The taping session was part of a series of television draw-ins which Mr. King proposed. (See Appendix B.) An hour-long program involved eight students who had participated in the project. Discussion ranged from environmental concerns and recreational needs observed to values and life styles experienced during the visit to an agricultural service center. Reactions and perceptions were recorded for possible future broadcast.

Mr. King's impressions of the project can be found in Appendix A.

Dr. J. Lewis Robinson

BA (Western Ontario), MA (Syracuse), PhD (Clark), Professor, Department of Geography, University of British Columbia.

Dr. Robinson has helped the curriculum development team by providing a geographer's point of view on urbanization. On his advice, activities were included in the Chilliwack study that stressed geographic skills such as field mapping and graphing of statistics. He advised on and approved the "Study Guide for Chilliwack -- An Agricultural Service Centre" (see Appendix E). His suggestions for background study material were a substantial help in the development of the conceptual framework for the program. The discovery by Dr. Robinson, that no published materials existed on the urban development of British Columbia communities, had an enormous effect as the project was forced to redirect its thinking into a whole new field of research (see Appendix C).

Dr. Robinson has helped to keep the program academically sound and his advice will be sought frequently in the future as the process of developing the actual materials continues. He hopes that we, in turn, can help him to validate the Robinson Law. (This law states that when a community reaches a population of 10,000, it becomes large enough to support an urban-type "shopping center" in addition to its commercial core arranged lineally along the main street or streets.)

Edmund Wong

Director, Learning Resources Centre, Simon Fraser University.

Mr. Wong has contributed his expertise in audio-visual education to the project. Through his co-operation: a) a media workshop on the use of cameras was held at the University with student group leaders, b) during production, arrangements were made for students to use the excellent equipment and facilities in the Learning Resources Centre, and, c) a Student Preview Day was video-taped and recorded at the school.

Because of the proximity of the school to the University, students were able to make individual excursions to the Centre where Mr. Wong and his colleagues offered valuable assistance to them as they learned how to handle the equipment. In a media-oriented project, it is essential to have the availability of both experts and facilities. Mr. Wong and his Centre have provided both.

Problem Selected for Curriculum Material

The quality of life is deteriorating in Canada's urban centers. The large cities are suffering from run-away growth with all its attendant problems of alienation of people and lack of adequate finances to provide necessary services. The small towns are being swallowed up in a characterless suburban sprawl or are being strangled by a lack of sufficient economic base. Future planning and development must concern itself with containing the growth of metropolitan areas and controlling the growth of small towns so that they can provide alternative life styles without the loss of the small town virtues of friendliness and stability. The Small Town Canada Program seeks to alert students to these problems and to help them to acquire the necessary skills to help in their solution.

Grade Level of Curriculum Material

The specific materials being prepared for this program are designed for senior secondary students. The concepts and general organizational framework could be used by almost any grade level if the teacher were to adapt materials for his own situation.

Length of Unit

A period of four weeks would be necessary for the student planning and organization, the actual field study and the classroom evaluation of the study findings and results. Some pre-planning would have to be done by the teacher, preferably in consultation with a student planning committee. A unit of this sort could provide the core material for a term's or year's work built around the major concepts and employing comparative techniques.

Program Development

The general purpose of this program is to develop in students an increased awareness of their own community by giving them an opportunity to observe, experience and participate in the affairs of small communities. The program

will provide students from a large urban area with increased knowledge of and sensitivity to other communities in their region, province and country.

It is hoped to develop socially responsive attitudes to the communities in which the student will eventually settle. Students are concerned about urbanization and many express feelings of depression about it. This program is designed to broaden their understanding of the problems that do exist as well as to provide opportunities to encourage students to play a constructive role in solving these problems in the future.

Through field research and classroom study, the students will be encouraged to form valid concepts about the present status of small communities in Canada and to seek concepts of future developmental needs of communities of all sizes. Two major concepts, one concerning itself with the present status of small communities, the "What is," and the other with future concerns and solutions, the "What ought to be," will be developed.

(a) Present Status of Canadian Small Towns

Urban growth in Canada has usually been haphazard, unplanned and dependent upon the whim of the resource-extractive nature of the economy of the country, such planning as has occurred has concerned itself primarily with the needs of the major industries of the community.

Supporting Concepts

(1) These communities have features that are common to all.

a. functional zoning (e.g., commercial, residential, etc.) that becomes more pronounced as the community grows in size;
b. a similarity of appearance as mass communications increase, super markets and motels look alike wherever they are located;
c. a level of prosperity that is related directly to state of the export market;
d. a tendency towards a self-contained exclusiveness that perceives problems as related to the individual community only and, therefore, fails to recognize the interdependent nature of communities.

(2) These communities have features that are peculiar to the particular resources that each is dependent upon, therefore:

a. agricultural towns tend to have a settled appearance and a stable population;
b. mining towns tend to experience a boom-bust type of development as the resource is depleted;
c. forest industries towns tend to have serious air and water pollution problems;
d. tourist towns have a seasonal economy.

(3) The major industry is the dominant feature in the community, pervading all aspects of life in the community.

a. the location of the community itself and the buildings in it are determined by the needs of the industry;
b. merchants and service personnel are dependent on the prosperity of the industry;
c. social life often tends to center around the hierarchy of the "company;"
d. local government often serves the needs of the industry.

(b) Continuing Concerns and Solutions

Once the chief characteristics of small communities are identified, it is necessary to encourage the development of a system of preferences and values which can be applied to solutions of the problems raised. It is submitted that emphasis should be directed towards solutions which will reflect human needs rather than those solutions which tend towards a subservience to technological systems. Thus the second major concept of this subproject is that future planning of towns must take into consideration the sensory and psychological needs of its residents and must concern itself with the long, as well as the short-range effects of planning. Resource industries should be developed with the human needs of the community as a vital priority.

This program will, therefore, develop some of the following major areas of concern.[1]

(1) Growth of an urban area should be controlled rather than random. The experience of most communities in Canada has been a haphazard development (often "urban sprawl" centered on a resource industry). Controlled growth in consultation with trained planners could prevent a recurrence of many of the problems which exist in such communities.

(2) Urban communities need to be provided with a stimulating rather than a depressed aesthetic climate. Most urban communities have an austere atmosphere because the people in the community have not emphasized human and sensory values in planning the growth of the community.

(3) Environmental concerns should be directed towards conservation and against pollution. The need for economic development in the past has often been substituted for the need to protect and conserve the environment. The environmental crisis facing most urban communities today can only be solved by a major shift in emphasis on conservation measures.

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[1] Based in part on the "Elements of the Urban System" as outlined by Constantinos A. Doxiadis in "Order is Our Cosmos," Constantinos A. Doxiadas and Truman B. Douglas, The New World of Urban Man (Philadelphia United Church Press, 1965) pp. 17 ff.

(4) The provision of invigorating cultural, social and recreational facilities for use in leisure time is as essential as the provision of a satisfactory place of work. Most communities have not been concerned enough with provision of leisure time activities for their residents. It is submitted that such facilities are essential to a happy urban environment particularly in view of the shortened work day and rising unemployment.

(5) Every community has an economic and social hierarchy which illustrates that certain members of the community are unable for reasons of age, poverty, or education, to take advantage of what the community has to offer. A democratic community should attempt to provide equal opportunity for participation in the community for all its citizens.

The program will be developed at two levels and in two domains; the "what is" and the "what ought to be," the cognitive and the affective. The "what is" will look at the community as it is now and will operate primarily in the cognitive domain. The "what ought to be" will attempt to examine the community if it were restructured to meet human needs and will of necessity operate primarily in the affective domain.

There are three distinct phases to the study:

- In the classroom "fact-finding" teams of students will assemble a mosaic of the community as it presently is from pictures, pamphlets, maps, etc., collected by the Student Planning Committee on its initial visit to the community.

- The field study will attempt to verify the accuracy of the mosaic and will explore the life style of the community.

- A series of "preview" sessions in the classroom will correlate all the impressions of the community and assemble a projection for the future.

Research Development

The necessary research for this program proved to be far more complex and involved then was originally realized. When initially conceived, the team planned to develop curriculum materials centered around comparative studies of four types of resource-based communities. The program stressed the importance of field study and sought to produce analyses of resource-based communities as they are now. The year and a half of research and the experience gained from an actual field study of a resource-based community (Chilliwack, an agricultural service center located in British Columbia's Fraser Valley, about sixty miles east of Vancouver)has subtly but profoundly changed the direction of the program. The concentration on study of only resource-based towns unfortunately eliminated a number of towns such as transportation and service centers as subjects for study. By broadening the base to include all types of small communities, the program will not often stray far from resource-based

towns, because the generally extractive nature of the Canadian economy makes many of its communities dependent on the local primary resources. It will merely allow the inclusion of other categories to be included along with the four types initially proposed.

In addition to the broader base of types of towns available for study the program has become more future oriented as the planning and research has proceeded. To those concepts drawn from history, geography and economics have been added some from sociology, psychology, political science and aesthetics. There has been a reduction in emphasis on those drawn from economics and physical geography. The reasons for the shifts in emphasis are many and varied and should become evident as this discussion of the team's research program develops.

The planning, organization, execution and evaluation of the Chilliwack study made it very clear to all those involved that it would be impractical to consider attempting four such studies in one school year, certainly as the school system is presently structured in most provinces. The typical secondary school teacher is meeting approximately one hundred and seventy to two hundred and twenty-five students per cycle and usually has at least three courses taught at two or three grade levels (the team leaders had three courses each, one at two grade levels and the other at three). If the teacher is to give adequate time to each of his students, his time to organize long-range field studies is somewhat limited. Combined with the lack of teacher time is the problem of getting students released from other classes to undertake extensive field work. The subject "boxes" in many schools are quite rigid and exclusive. This type of program seeks to reduce and eliminate some of these boxes. Some notable experiments have been attempted in a few B.C. schools and these should increase in the future if the necessity of conforming to the requirements of government exams is removed but at present most subject fields are very jealous of their prerogatives and often seem willing to co-operate with other subject fields only on their own terms.[2] The problems of organizational time were initially underestimated by the team leaders. Even with a well-developed organizational framework outlining who and what to see in a community, the individual teacher must be prepared to put in a number of hours of preparatory work if he is to have an educationally useful field study. Many hours were wasted in planning the Chilliwack study in seeing the "wrong" people and visiting the "wrong" places and this waste of time will be reduced or eliminated in future

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[2] The universities are often cited as the reason for this mutual exclusiveness. In fact, some strong leadership is coming from certain elements in the universities in B.C. to break down the barriers. The Arts 1 Program at UBC is a notable example of this trend. The Biological Sciences Department at SFU is well along this road with its Environmental Studies program and is offering extensive aid in the planning of elementary school Outdoor School programs. Some useful initial contact has been made by the team with Drs. Sadleir and McClaren but this is still at too early a stage of development to include in this report.

studies but the time required for planning and arranging interviews, etc., will still be substantial. Very little educationally will happen if a teacher arrives in a community with a group of students for a three day study unless there has been adequate planning. Too much time would be wasted merely getting oriented. At the same time that the time problem was becoming evident, many other factors were developing that were changing the nature of the comparative study.

The discovery that very little urban research had been published about British Columbia communities (see Appendix C) put our studies into a whole new context. Our students would be doing original research instead of "gleaning" in the fields already "harvested" by more qualified researchers at the undergraduate, post-graduate and professional levels of urban studies. We would not have their work for comparison and validation of our student work. This raised a question in our minds - "Why had B.C.'s small communities largely been ignored as subjects for urban studies?" We went back to our books and our consultants in an attempt to find answers.

The books on urban studies seemed to fall roughly into three categories. The category that interested us least and gave us little useful information was the "laboratory" approach that treated urban areas as if they were laboratory frogs that could be dissected so that their parts could be analyzed. We found that these studies bore about the same relationship to living, breathing, noisy, smelly cities as did the dissected frog to that dweller of the local marsh who croaks on summer evenings. Such studies are necessary when one wishes to analyze one or two elements of urban life and the statistics that they produce are often essential if we are to, for example, gauge the impact of a new bridge on traffic patterns. In other words, they should be used as tools but nothing more. Another category of very limited usefulness was the "doom, gloom and crisis" approach to urban studies. These books helped to quantify what we already felt instinctively, that cities were in trouble. Their statistics verified what our television sets were demonstrating, that "downtown was deteriorating physically and morally" and that "suburbia was stultifying to the intellect and the soul." Most of these books outlined the problem but offered no solutions or "solutions" so devastating that they seemed almost worse than the disease. Students need little more alerting to the fact that problems exist. All our work with them in the past two years has indicated that they know that problems exist but they feel helpless to deal with them and consequently are very depressed about the future.[3] Again we found few answers to our problem in this type of book. Fortunately there was a third category and here we began to

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[3] They will not express this concern and depression by verbal means, either oral or written, but given the opportunity to express themselves non-verbally, it is immediately evident that they are worried. We have found this consistently when the students produced films or slide shows about urban life and in one session when they made murals under Stan King's direction, they drew the city as a crowded, inhuman environment.

find some of the answers that we were seeking. This might be called the "visionary" approach to urbanization but in these visions we found some urban prospects that satisfied us and, far more important, communicated to our students.

The visions took various forms and extended over a period of time extending from Lewis Munford's rather idealized vision of the medieval city to "science fiction" visions of cities of the future suspended inside enormous geodesic domes (Buckminster Fuller) or rising a mile into the sky in plexiglas towers (Paolo Soleri). But despite all this diversity, there seemed to be two common elements: these visionary communities built in many opportunities for human interactions, both planned and chance, and they took into account man's atavistic need for frequent contact with nature, both visual and actual. Students have frequently expressed their unconscious need for these elements in human communities. Whenever they plan cities or parts of cities, they always include numerous "uneconomical" elements like parks and recreation facilities. Their apartment houses may devote as much as twenty-five percent of the area to facilities for common recreation facilities for the residents and their shopping centers always include extensive gardens and numerous places for people to sit and talk, drink coffee or just rest. The visionary urbanologists had bridged the "generation gap" and communicated with our students as the laboratory and doom-gloom urbanologists could not.

A major influence on our thinking was the results of the Chilliwack study. Time and again the students expressed interest with the opportunities for human interactions that existed in the small town. They liked its human dimensions, that you could walk from one end to the other and keep a horse in your back yard. In one notable "rap session" which, unfortunately is unrecorded except on the team leaders memories,the students opened up and expressed their feelings about the whole experience. They marvelled at the sense of community that they enjoyed with each other as they went about the task of studying Chilliwack. Those who ordinarily ignored one another at school sought each other out in Chilliwack. Students who had lived in three suburban houses in their fifteen years talked to seventy-year olds who were still living in the houses they were born in and could remember when there was nothing around them but green fields. They discovered that people in small towns measured distances in human terms. "Turn right in front of Smith's house and walk for five minutes and you'll see it on your left." They had unconsciously learned that the Greek philosophy that man was the measure of all things still existed and they liked it better than being a traffic statistic or a number on a computer card. Even in three days they became caught up in the community concern about the future of the town. They are as worried as many long-time residents about whether Chilliwack is to become another victim of the cancerous growth of Metropolitan Vancouver. The reactions were not all positive. The students felt concern for the fact that the small town had little or no "holding power" for its young people and they found a dearth of organized recreational facilities for the older teens.[4]

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[4] Percentagewise the smallest group in Chilliwack is the 15 - 24 age group. Chilliwack City Study, p. 5

At the same time that we were correlating all this information, we were aware that trends in the outside world also had bearing on what we were attempting to develop. The cancellation of the Spadina Expressway in Toronto and the protests over the Four Seasons Development in Vancouver indicated a growing public concern with the "quality of life" as opposed to the "standard of living." The CBC Weekend program on Sunday, February 7, entitled "Mid Canada" diagnosed some of the problems facing Canadian small towns. There appeared to be a substantial portion of the population who were saying that towns and cities must change their emphasis from economic considerations to human ones.

Our basic research was now complete and after consultation with Stan King we had the new direction that we were seeking for our program. The small town with its manageable size and its opportunities for human interaction could become a laboratory for the students from large urban areas to investigate the possibilities for new life styles which are based on human needs and values. Such a program would have to be grounded on a sound foundation of factual study of the present status of the community but the main thrust of the major field study would be in the affective rather than the cognitive domain and would be future rather than present oriented. The developing plans for an integrated Social Studies, English and Mathematics program in the second semester of the next school year at Alpha opens wide possibilities for the growth of this study over the next two years.

The integration program that will be attempted involves three previously "separate" departments in the school. The integrated program will attempt to use the resources available in the different disciplines to encourage students to develop values which they can apply to an urban life style which they might wish to adopt. The use of media to capture and express student feeling about the urban environment will be integrated with an English Department which has already achieved distinction in the area for a successful experimental program in the use of film. Under the direction of Bob Aitken, English students in the school have experimented with a film program which has brought them positive recognition in film festivals. The theme of the English course, "Man's Search for Values" fits perfectly the aims of the Project experiment. Mathematics teachers could also contribute to the study. Under the capable direction of Don Heise, an imaginative and resourceful teacher, it is hoped that the integration of the three disciplines will broaden the scope of the study to an extent where we can truly say the students have experienced an "interdisciplinary approach." Timetable problems are presently being resolved to accommodate fifty students who will be on the integrated program for one full semester. This will facilitate the problems inherent in "pulling students out of the classroom" for the purpose of field trips.

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Student Appraisal

One of the basic objectives of the Project is to involve students at all levels of planning. The following appraisal of the Project was written by Steve Sipos, one of the five elected Group Leaders ("Housing and Population") who was a participant on the Planning Committee.

> The prime functions of a Social Studies course should not be to teach.
>
> At the Grade 11 level, students are not yet ready to put any concrete factual material into a perspective from which any use can be made. It is insight into the existence of these non-conformative, highly personalized perspectives that must be awakened - and not a burial of creativity and involvement under a load of backwashed irrelevant detail.
>
> What is the purpose of knowing history and geography if one cannot comprehend that the enormous worlds of family circles and friendships are actually a small fraction of reality. To the majority of students, reality begins and ends with (1) school and (2) amusement - where the outside world is irrelevant.
>
> Can facts be taught before this relevance of reality can be realized? Should not the candle be lit before students are shown how to carry it? Learning material of Grade 11 level should be taught only when students are capable of relating the contents of the course to a more defined and acknowledged reality.
>
> Efforts have been made this year to take students out of the classroom and into the world. Although we must accept the fact that, at first, students must be directed and given things to look for, the majority of students adapted very quickly to the new freedom. We are now at the point where students are confident in the fact that they are learning, growing in responsibility and appreciating a new outlook into the other school subjects.
>
> But no matter how hard both students and teachers have tried in this Project, the damage has already been done. Nine or ten years of sitting in rows, raising hands and reciting pre-programed answers has taken its toll. But we, at least, have succeeded in cracking our shell.
>
> Our efforts in Project Canada West have proven successful. A suggested schedule was given to each student as an aid in collecting information for processing. Most students felt obliged to collect facts and figures as they have been expected to do for years. But our success lies in the fact that the students felt free to "look and react"after the regular work hours were over. They felt the necessity for something besides "being taught." They went out and talked, looked, listened and enjoyed - they finally learned to learn.
>
> Our study group was privileged in that they were actually discouraged from collecting facts. They were told to merely go and react, and to

collect reactions. It is sad but true that all but this exceptional group created presentations which were nothing but an oral transcript of collected facts. No one had any use for facts about specifics. If only the groups could have fallen away from conformity and enjoyed the content of their presentations, they might have presented them in less specific, more realistic and relative terms.

The right attitudes were always present in these groups, but were discouraged by the system - the fact that to get good marks, one must make the teacher happy. Most teachers are made happy by the wrong things. If only teachers could learn.

Curriculum Material to be Developed

Specific materials which will be developed from the Project include:

(a) Publication of relevant instructional plans for teacher and student use. Included in the publication would be specific, practical suggestions on how to approach a similar study of other small Canadian urban communities. Organizational and instructional strategies would be heavily emphasized in order to attempt to give other classroom teachers the cognitive skills necessary to attempt a similar study. The instructional plan would concentrate on the successful teaching methods used in the Project to stimulate student involvement and creativity. A well-organized but flexible step-by-step plan would be produced. Teachers would have a solid basic outline of a unit of study and would use it as a guide in planning their own study. The publication would not refer to the specific study of the specific town studied by the Project. Rather, the resource-based community suggested would be referred to in terms such as "an agricultural service center;" "a one industry town;" "a new town;" "a tourist industry town," etc.

(b) A half-hour video-tape of the planning, organizational and actual activities involved in such a Project for use of individual classroom teachers as well as teacher workshops, in-service education, Regional Resource Centers and Teacher Professional Libraries. The tape would be a recording of the myriad of details which have to be considered in planning such a project. It would emphasize the student involvement aspect of the Project by showing students working on various aspects of the study. Student and teacher reactions to the educational value of such a study would be recorded. The tape could be used as a supplement to or in place of the published material.

(c) Video-tape recordings of television draw-ins (see Appendix B) with students who have participated in the Project. Such recordings could be used by individual classroom teachers as a stimulant for the classroom discussions, Educational Television and for workshop and in-service education.

(d) Production of sample multi-media student kits which would illustrate the type of product possible from such a Project. The kits would contain selected samples of film, tape and print media produced by students. Such kits could be used as a stimulant to other students and teachers who wish to embark on a similar project. Kits would also be available in District Resource Centers at workshops and for in-service education.

The main thrust of the curriculum material developed will be towards the production of meaningful aids which will encourage teaching for inquiry. Hints on creative teaching strategies which have proved successful in the experimental project will encourage teachers to attempt new teaching methods (such as student involvement in curriculum planning). Students will be able to "take off" from the point students have reached in the video-tapes and kits. The publication can be used by Teacher-Student Planning Committees as a guideline for the type of study they wish to undertake. The half-hour video-tape will encourage groups of teachers to plan similar units. The series of "draw-ins" can serve as a direct classroom aid to discussion groups and seminars. While the material produced will be useful to any imaginative teacher it is recognized that...

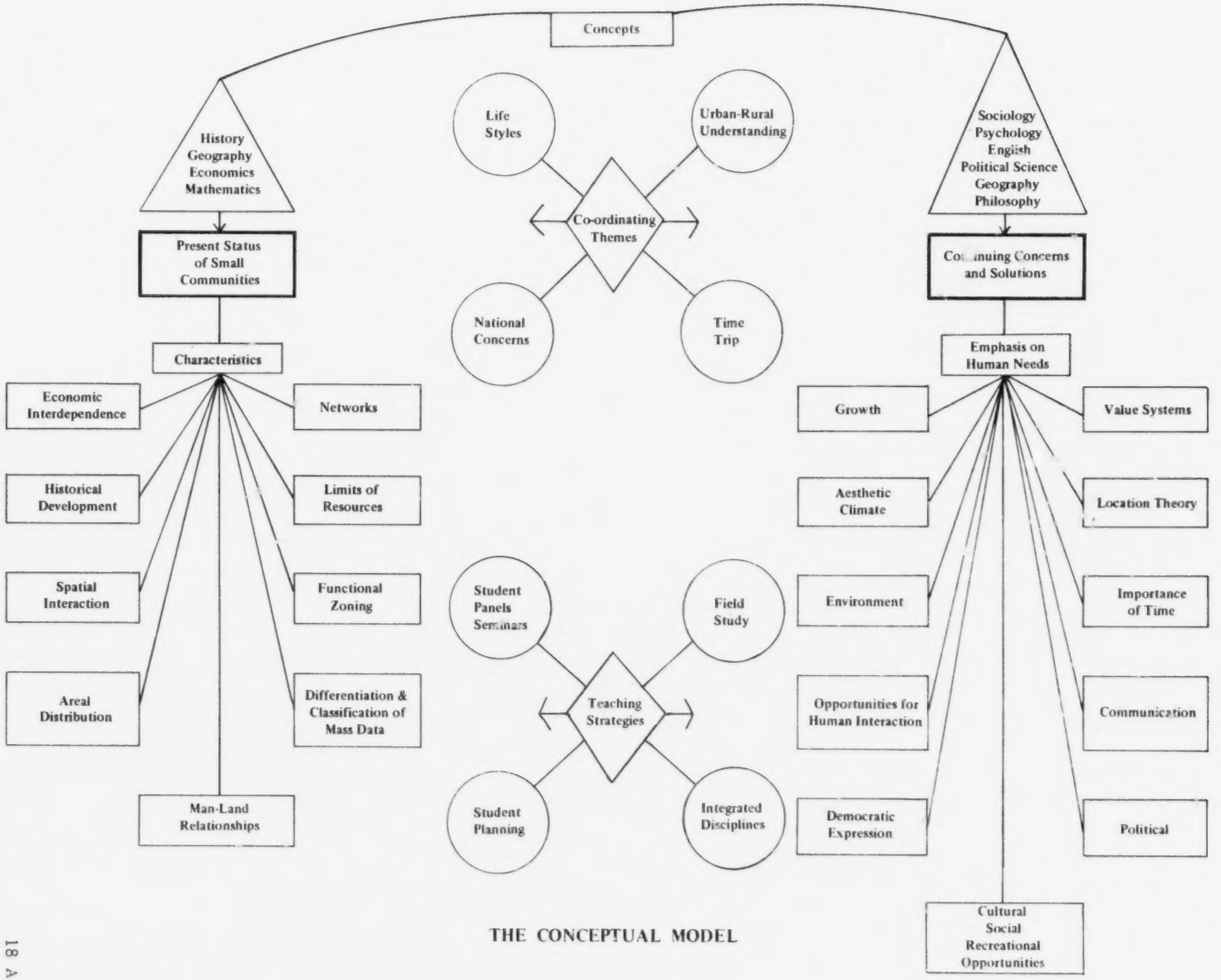
> In-service training for teachers who plan to use this method and these materials may be necessary for those who might not have had previous experience with projects of this sort. Past experience in the U.S. and elsewhere has shown that new materials are not necessarily presented in a new way by teachers used to the older methods and, therefore, some teacher-training may be necessary before this type of study could be used creatively by some individual teachers.

The actual development of the product has not yet reached any firm decision. Investigations of publishing firms have been tentatively made by Team Leaders and an interview with one publisher was held during the year. There was considerable interest on the part of the publisher in the Project. Contacts for television production have been made with the Learning Resources Center at Simon Fraser University and Channel 10 (Educational Television). Production facilities also exist at the University of British Columbia and technical help is available at nearby British Columbia Institute of Technology. Some informal discussions have also been held with the National Film Board.

Transferability of Curriculum Material

To be truly effective, teaching strategies must be consistent with the aims of the study. A study that has as one of its aims to help students to become involved in shaping more human communities must include involvement of students in the community as one of its teaching strategies. Thus, field study is an essential part of the methodology of this subproject as in the inclusion of students at all levels of planning. Any use of the materials by other teachers that did not include field study and student involvement in planning would fail to realize a major aim of the whole study.

The curriculum material developed will be useful to teachers in other Canadian



THE CONCEPTUAL MODEL

settings. It is submitted that the values which exist in agricultural service centers, for example, are based on the influences of the rural environment in which the community exists. Thus, there are many similarities in the life styles of Chilliwack, B.C., Weyburn, Saskatchewan or Kentville, Nova Scotia. Numerous other examples come to mind: what similar or different life styles exist in tourist resource-based communities such as Banff, Alberta, Stratford, Ontario and Shediac, New Brunswick?

It is much easier for students to discover the broad underlying characteristics of urbanization by first studying small, relatively simple urban communities and then to study extremely complex communities like Metropolitan Vancouver and Toronto than to plunge first into a study of a big city with all its "big problems." A study of this sort can also be, in a sense, a "time trip" backwards. Students of the Vancouver area could get some idea of what life was like when Vancouver was a growing frontier town by seeing what life is like in a growing frontier town like Prince George. (Conversely, the students of Prince George could take a "time trip" into the future by seeing what rapid and relatively unplanned growth has done to Metropolitan Vancouver.)

First-hand experiences and field study work are essential if the full potential of this project is to be realized. Too many opportunities for vicarious experiences exist today and too few opportunities to directly relate to our environment. On a program such as we propose, students would develop skills of enquiry and investigation that could be applied directly or indirectly in many other life situations. In addition, they would discover at first-hand how other people live and work in their own section of the "global village." After all, with the increased leisure time, better transportation and development of diversified recreational facilities, the residents of metropolitan areas now move rapidly and frequently into the hinterland and residents of rural areas and small towns come to the city.

One of the major objectives which the curriculum is seeking to accomplish is to involve the student in actual situations so that he will become concerned with such urban problems as poverty, planning, recreation, urban renewal, conservation and politics. It is submitted that involvement through direct observation and experience will enable students not only to discover common problems which now exist in most urban communities, but also to channel their energies into seeking solutions to those problems.

The ultimate purpose of this Project would be to make students aware of and sympathetic to problems which may appear to be local in nature but which are, in reality, of concern to all communities. It is further submitted that students will discover that wherever man has formed an urban community, his problems are relatively similar. Thus poverty exists in Murdochville, Quebec as well as in slums of Winnipeg; the pollution of the Saskatchewan River affects the quality of life in Prince Albert as well as Edmonton; old age pensions are as inadequate in Prince Edward Island as on Vancouver Island. Furthermore, the pace of urban life in Toronto is considerably different than that in Dauphin, Manitoba. It is hoped that in future, personal encounters can be based on mutual understandings of ideas and problems and not on the age-old city-country hostility.

Moreover, it is submitted that there are some values which have traditionally

existed in smaller Canadian communities which must be preserved if we are to experience a healthy growth towards on urbanized Canada. By discovering what those values are, students across the country can attempt to meet the problems inherent in urbanization.

Publicity for the Project

During the first year of operation, the Alpha Project generated some interest in the press and radio. (See Appendix H.) The following list shows that the Project received some attention.

(a) Three articles of approximately two columns each appeared in the Chilliwack Progress, the weekly which serves the area.

(b) A brief article in the Vancouver Sun on the first day of the trip.

(c) A full-page feature story by Jackie Wolfe, an award-winning columnist with the Columbian, a daily which serves Burnaby, New Westminster, Delta and Surrey.

(d) Radio newscast items on the first day of the field trip on CKLG, CKWX and CKNW on the Lower Mainland and CHWK in Chilliwack.

(e) Interview and news items on CHWK during the stay.

(f) An article produced by team leaders for The School Progress, a professional journal.

Budget Proposal

July 1, 1971 - June 30, 1972

Field Trip Expenses (including transportation, accommodation)	
(a) for students	$2,150.00
(b) for teachers and consultants	700.00
Planning Trips	
(a) students and teachers	1,000.00
(b) summer pre-planning	500.00
Photographic Equipment (Including 4 Super 8 mm cameras, 5 35 mm cameras, 2 Super 8 projectors, editors, etc.)	950.00
Photographic Supplies (Including film, splicing glue, etc.)	1,100.00
Substitute Pay (For teacher release time)	700.00
Consultant Fees	400.00
Office Expenses	250.00
Automobile Transportation	250.00
Sub Total	$8,000.00
Add: Request for Video-tape Portable Equipment	1,500.00
	$9,500.00

Appendix A

AN ARCHITECT TALKS ABOUT THE PROJECT

In my concern to develop public design participation I see outstanding qualities in this study. The experience by the students of life in a different environment and the provision for them to express their experience are both vital elements of participation. The prime objects of learning are for them to know how they wish to live and to be able to say so.

The importance of this learning ranks it beyond a mere embellishment of urban studies. There is a parallel in the design of the home which has the process similar to that of a large environmental design. The architect designs well when the members of the family know how they wish to live particularly when the knowledge is based on a consideration of alternatives. As a convenience, clients who do not have this knowledge but have instead a general knowledge of structure and plumbing help us not at all. Our knowledge of these matters is superior but we cannot pronounce on the way the family wishes to live and we need to know how to display our skills.

by: Stanley King,
Consultant to the Project.

Appendix B

PROPOSED TELEVISION DRAW-INS
-Small Town Canada Project

THE PARTICIPATION CENTRE FOR ENVIRONMENTAL DESIGN,
Faculty of Education,
University of British Columbia,
Vancouver 8, B. C.

Proposed television draw-ins with students of Alpha School Burnaby, following their site study of Chilliwack, B. C. in May 1971.

Tapes of half-hour duration: Draw-ins with eight to ten Grade 11 students. Drawing on newsprint. Half hour taping followed by quarter-hour break before second half-hour taping. One-inch SONY tapes.

Session 1.

Tape 1. "The Image of Change"
Skyline City slides -- Street Corner Story Slides.
Image of Chilliwack developed to an advanced stage of urbanization drawn before the students.
Discussion of present trends towards this end there are now visible in Chilliwack.

Losses and gains in development -- special time consideration of top soil.

Tape 2. "The Image of Change" drawn by the students who contribute images of all that an advancing urban development contains.

Session 2.

Tape 3. "Urban Future"
New City Structures slides.
Effect of present objectives of economic development.
Repeating patterns of development and transit nodes.
Omni -- Buildings and Mass Transit.

Tape 4. "Crown City"
Crown City Slides.

General introduction.
Reference to planning ideas of Ebenezer Howard, and
Le Corbusier and Ian McHarg.

Session 3.

Tape 5. "Rural Life Style"
The special qualities of rural living compared with suburban living.
Comparisons between Burnaby and Chilliwack in the experience of the students.

Tape 6. "Changing Life Style"
Life Style slides.
Description of life style in City, Suburb, Rural and Wilderness environments.

Session 4.

Tape 7. "Architectural Evidence of the State of Society"
The social values that can be seen in the architecture.
Social and corporate evolution to be seen in architecture.

Tape 8. "The Balance of Perception"
The balance that we seek and the effect on design of the environment that follows our regain of balance.
The city dweller seeks solitude and open air.
The farmer seeks social gatherings indoors.
The possible future effects of inbalance in perception.

Session 5.

Tape 9. "Guides to Perception"
How to look at the design of the environment.
How to listen to it and feel it.
How to assess a place and its fitness for its purpose.
How architecture can influence perception.

Tape 10. "The First Step into the Future"
Personal Style slides.
The significance of the objects in your home in relation to your requirements for the future environment.

Appendix C

COPY

February 9, 1971

Mrs. Judy Doyle,
Alpha Secondary School,
4600 Parker Street,
Burnaby 2, B. C.

Dear Mrs. Doyle:

I have your letter of February 2 concerning the Canada West Project. I regret that February 19 is not a suitable day to meet with you and Mr. Onstad. George Tomkins will be in Toronto that day for a meeting of the Canada Studies Foundation, and I will also be away from the university because it is our mid-term break and classes are cancelled!

Perhaps you could phone me, 228-3188, and we could find a suitable time in the following week (except for Tuesday, February 23).

> I regret that I have had little success in locating geographical source material in published form for certain B. C. settlements.

Yours sincerely,

J. L. Robinson, Professor,
Department of Geography,
University of British Columbia.

Appendix D

STUDENT QUESTIONNAIRES AND TRIP INFORMATION

Project Canada West Questionnaire

Name _____ Division _____

Project Canada West, an experimental study of urban problems in single resource-based communities in Western Canada, will be carried out by fifty or more Alpha Grade Elevens. For most of the Project members the main feature will be a two or three-day field trip to a B. C. community, followed by seminars, symposia and multi-media presentations. A committee of students will help to plan and organize the trip. Included in the preparation will be planning trips to one or more B. C. communities, meetings and experimentation with film and other media. The Planning Committee will consist of five students and two teachers. Meetings and trips will be carried out during school time and students will be given credit for their participation.

Please check the appropriate square below:

PLEASE CHECK ONE

I would be willing to participate on the Planning Committee ☐

I would be willing to participate on the Planning Committee but I may have "time" difficulties due to my course in Block F/G ☐

I would be unwilling to participate on the Planning Committee ☐

The preparation for the Field Trip for the fifty or more students who will participate in Project Canada West this year will take place the week after Easter. Tentative dates for the trip are around the April 28th period.

PLEASE CHECK ONE:

I would be interested in participating in the Field Trip ☐

I would not be interested in participating in the Field Trip ☐

NAMES OF THOSE WHO WISH
TO SERVE ON THE PLANNING COMMITTEE
FOR
PROJECT CANADA WEST

Ruth Adair
Cathy Ashbury
Don Berdusco
Sheila Bertoldo
Al Blott
Robert Burnham
Mike Colpitts
Belinda Davies
Fern Fazackerley
Jill Gunn
Elaine Holoboff
Bruce Hunter
Bill Irvine
Darryl Jacobson
Jewel Jones
Sandy Laird
Shari Laszlo
Adria Lillbeck
Imogene Lim
Gail McKinnon
Cindy Miller
John Murphy
Dave Neufeld
Craig Nickle
Marla Noga
Diane Olney
Dianna Pegg
Pat Rattenberry
Pete Richmond
Mike Robinson
Pam Sherst
Steve Sipos
Gerald Solven
Sandy Sparks
Gloria Taylor
Bob Van Feggelen
Jo Williamson
Frank Young
Bill Zadorozny

ALPHA PROJECT

From the names listed, please select UP TO FIVE (5) students to participate on the Project Canada West Planning Committee. Please print the names clearly.

_____

_____

_____

_____

_____

ALPHA PROJECT

Alpha Secondary School is one of fourteen schools in Western Canada selected to take part in a project, Project Canada West, established by the Canada Studies Foundation to prepare new teaching materials for Social Studies. The Alpha Project plans to involve students in the planning and preparation of the materials.

Your son/daughter was elected by the other students in Social Studies 11 to the five-member Planning Committee. Between now and the middle of May the Committee will be engaged in planning and executing a major field study of Chilliwack. These students will accompany us on several planning trips to Chilliwack, the first to take place on Thursday, February 18th, and will play a major leadership role in the main field study that will involve about fifty students.

If you would like more information about Project Canada West as a whole or the Alpha Project in particular, please contact us.

_____

G. S. Onstad

_____

J. A. Doyle

- - - -

ALPHA PROJECT

CHILLIWACK FIELD STUDY

Please indicate in order of preference (1 - 5) which group you would like to work in:

Physical Setting _____

Population and Housing _____

Business and Industry _____

Transportation and Communication _____

Government, Educational, Social and Recreational Facilities _____

Answer "yes" or "no" to the following questions:

Do you own or can you borrow -

a sleeping bag _____

a bicycle _____

Name _____

Div. _____ Block _____

ALPHA PROJECT

STUDENT LIST

CHILLIWACK FIELD STUDY

PHYSICAL SETTING

1. Dave Neufeld -- Group Leader *
2. Sheila Bertoldo *
3. Frank Young
4. Bruce Hunter *
5. Don Sheidow *
6. Dave Mackarell
7. Brad Horne *
8. Sheryl Hoag *
9. Shari Laszlo *
10. Bill Brusic
11. Gary Wong *
12. Fern Fazackerley *
13. Belinda Davies *

POPULATION AND HOUSING

1. Steve Sipos -- Group Leader *
2. Bill Butler
3. Diane Corkum
4. Dennis Dambroise
5. Bruce Stewart
6. Bob Thomson
7. Gerald Solven
8. Velma Reeve
9. Robert Burnham

BUSINESS AND INDUSTRY

1. Imogene Lim -- Group Leader *
2. Roger Lenzi
3. Janet Eppler
4. Mike Richards
5. Roberta Kennedy
6. Veena Mishra
7. Sandy Laird *
8. Debbie Miller
9. Karen Lambert
10. Guy Ricci
11. Bob Van Feggelen
12. Sandra Boyd
13. Heather Graham
14. Diane Olney

TRANSPORTATION AND COMMUNICATION

1. Adria Lillbeck -- Group Leader *
2. Al Blott
3. Audrey Bagnall
4. Gayle Greaves *
5. Mike Robinson
6. Glenn Weed
7. Dave Etherington *
8. Rick Friesen *
9. Marla Noga
10. Joanne Williamson
11. Pete Richmond
12. Pat Rattenberry
13. Bob Kohut
14. Dan McCafferty *

INSTITUTIONAL AND RECREATION

1. Cindy Miller -- Group Leader *
2. Al McNeil
3. Martin Spring
4. Al Winning *
5. Bill Kennedy *
6. Bev Bradford
7. Gail McKinnon
8. Barbara Lister
9. Joan Wilson *
10. Pat Cressey
11. Joanne Hoops
12. Cathy Ashbury
13. Elaine Holoboff

* Students bring their own bikes

Total	63
Boys	31
Girls	32
Those with bikes	24

ALPHA PROJECT

CHILLIWACK FIELD STUDY AGRICULTURAL SERVICE CENTRE

THINGS TO TAKE WITH YOU

Some of the items listed below may seem obvious, but if you use this as a check list, it may help you to avoid leaving home some essential item. Everything but your sleeping bag must fit into ONE suitcase (quite small).

1. A sleeping bag
2. A toothbrush and toothpaste
3. A towel and soap
4. One respectable outfit (girls -- this does not have to be a dress)
5. Comfortable, sturdy, waterproof footwear
6. A warm sweater or jacket
7. A waterproof jacket or coat
8. A bag lunch for Tuesday's picnic at Cultus Lake
9. Enough money for lunch on Wednesday and Thursday and any other incidentals.
10. A notebook or clipboard and paper
11. Several pencils and/or pens.

Your suitcase and your sleeping bag must be labelled with your name.

If you are bringing a bike, you are responsible for seeing that it is packed to your satisfaction in Mr. Hall's truck.

ALPHA SECONDARY SCHOOL

Dear Parents:

During Canada's Centennial in 1967 a study of Social Studies teaching in schools across Canada uncovered a generally deplorable state of affairs. A book by A. B. Hodgetts, What Culture? What Heritage? revealed the results of the study. It was both an indictment and a challenge to schools across Canada.

It was an indictment about the present state of teaching about Canada -- it was discovered, for example, that there existed more American and British materials than Canadian. Students expressed more interest in American studies than Canadian. And so, the book issued a challenge -- that new curriculum materials should be produced with Canadian content and Canadian issues in the teaching of Social Studies in our schools.

Across Canada educators responded to Hodgetts' challenge.

The CANADA STUDIES FOUNDATION, funded by Canadian industry and government was established to develop classroom oriented projects which would provide Canadian studies. In Western Canada various educators formed a four-province study called PROJECT CANADA WEST based on a theme of "Urbanization and Urban Life in Canada." Schools across the west were asked to submit projects which would contribute new approaches and materials for other Canadian schools.

Fourteen projects in Western Canada were selected from eighty applications. The Alpha Secondary School Project was one of four projects selected in British Columbia.

"A comparative study of urbanization in resource-based communities of Western Canada" or, as it is more informally known, the ALPHA PROJECT is under way. The Alpha Project utilizes field study trips and is designed to increase awareness of students in their urban surroundings and in the dependence of Western Canadian urban communities on resource extraction.

The emphasis will be on field study and first-hand experience so that students can become more involved in the life of the community. This year the Alpha Project will study CHILLIWACK as an example of "a Canadian agricultural service center." During a three day visit to Chilliwack seventy Grade Eleven Alpha students will study various aspects of urban life and the importance of agriculture to the community. The students will produce multi-media materials during their field study by using super 8 film, slide cameras, tape recorders and written materials. Planning over the last few months has helped to provide a meaningful educational experience for every student who will take part in the trip. A Student Planning Committee of five elected students has already visited Chilliwack four times to make contacts in preparation for the three-day trip. Orientation seminars will be held prior to the trip. Five separate group studies will be made during the stay in Chilliwack as well as full group tours to farms, food processing, plants, Cultus Lake and the Canadian Forces Base. A full program has been arranged while students are in Chilliwack.

If you have any questions, please contact us at the school (299-2648).

-- Mrs. J. Doyle, Mr. G. Onstad
Social Studies Department, Alpha Project

ARRANGEMENTS

TRAVEL: BUSES LEAVE ALPHA 8:00 a.m., Tuesday, May 4

BUSES RETURN ALPHA 4:00 p.m., Thursday, May 6

ACCOMMODATION: Billets have been arranged for Tuesday and Wednesday nights in homes of Grade 11 students of Chilliwack Senior Secondary School.

LUGGAGE: A minimum of practical, casual clothing should be taken. Wherever possible, for the convenience of our hosts, a sleeping bag should be taken.

MEALS: On Tuesday, May 4, breakfast at home, bring a bag lunch, dinner likely with hosts.
On Wednesday, May 5, breakfast with hosts, lunch on own, dinner with hosts.
On Thursday, May 6, breakfast with hosts, lunch on own, dinner at home.

COSTS: There are NO travel or tour costs.

SUPERVISION: Mrs. Doyle, Mr. Onstad, Mr. Hall.

* * * * * * * * * * * * * * * * *

ALPHA SECONDARY SCHOOL

SOCIAL STUDIES DEPARTMENT

PROJECT CANADA WEST

CHILLIWACK FIELD TRIP

If you are willing to give permission for your son/daughter to participate in the Alpha Project on a three-day field trip to Chilliwack on May 4, 5, and 6, 1971, please sign below. We hope that _____ will have a meaningful and enjoyable educational experience. Thank you.

Orientation to the community will include a fifteen-minute flight on a Kent Aviation commercial aeroplane.

_____

Signature of Parent/Guardian

Appendix E

OUTLINES GIVEN TO STUDENTS

ALPHA SECONDARY SCHOOL
JANUARY 1971

The Alpha Project is one of fourteen similar projects in Western Canada and its ultimate purpose is to provide new materials and methods for teaching about urbanization in Canada. You will have an opportunity to take part in the actual planning of the materials and your opinions will play a major role in determining the methods of presentation. The formal name of this project is "A COMPARATIVE STUDY OF URBANIZATION IN CANADA." Don't let that name intimidate you. It is just a fancy title to impress university professors and others who know more than we do and really means that we will be comparing several different communities that draw the basis of their economies from primary resources, e. g., timber, mines, etc.

This year we will only get a start on the project and we will study one resource-based community, perhaps Chilliwack, an agricultural distribution center. When the project is complete, it is intended to compare:

(a) an agricultural distribution center
(b) a "one-industry" town (e.g., Port Alberni)
(c) an "instant" town (e.g., Gold River)
(d) a tourist town (e.g., Penticton).

Each community will be examined in much the same way as we studied the local neighborhood. Groups will study the present development of the community under the following headings:

site
transportation and communications
housing
industrial and/or commercial
historical background
recreation
government
population

and will attempt to discover if the type of resource that the community is based on influences the development of the community.

Field trips will be taken to the various communities because it is basic to this project that students have an opportunity to observe first-hand and make judgments from their observations. A small group of students (perhaps five) will, together with the teachers, take an initial trip to the community to get background information, take pictures, schedule interviews and arrange billeting for students. Following this, the larger group of students (perhaps forty to fifty) will visit the community for a period of about three days to

gather the information listed above. While away, students will be billeted in private homes. This reduces the overall cost of the trip and allows students to obtain another viewpoint about life in that community.

After the field trip the students will be very busy sorting and assembling the information obtained on the field trip. This will include 8mm films, 35mm slides, cassette tapes, maps, field sketches and notes. The material will be shared with all the other students in the course by means of symposia, seminars, media presentations, etc.

We feel that there are two basics to our project: the involvement of students at all levels of planning and execution of this program and the direct involvement of students in field studies. This should be an interesting experience for you also because you will have a major hand in determining the outcomes of this project and you will have an opportunity to study at first-hand another community in British Columbia at practically no cost to you.

STUDY GUIDE FOR CHILLIWACK, AN AGRICULTURAL SERVICE CENTER

In each section of this study you must concern yourself with the past, the present and the future of Chilliwack. The prime concern must be with the present, the "what is," because this is the only tangible reality that can be directly studied. The "what is" cannot, however, be adequately understood without a knowledge of the history and development of the community. It is in a study of the past that the roots of the conditions that presently exist are to be found. It is in a projection into the future, the "what ought to be," that informed planning can provide rational solutions to today's problems. A realization of the continuity of time must be one consideration that guides your researches.

You must also keep in mind that a major base of the economic and social development of Chilliwack is its dependence on agriculture. Agricultural Service Centers have certain characteristics and a thorough study should lead to the discovery of what those characteristics are. Good research does not ignore or discount factors that do not support the major premise. There are other factors that have helped to shape and now help to support Chilliwack and they should not be ignored. They should be investigated and weighed in relation to the agricultural base.

Bearing these general ideas in mind, each group should pursue its investigations along the lines set out in the individual sections. You will not get a complete picture until all the parts are put together and the whole can be assessed and analyzed. You cannot get a complete picture unless each group pursues its own studies and researches thoroughly.

The group research areas are:

1. Physical Setting
2. Population and Housing
3. Commerce and Industry
4. Transportation, Communication and other Networks

FUNCTIONAL ZONING

5. Government and Educational, Cultural and Recreational Facilities

GROUP 1 PHYSICAL SETTING

Communities exist in space and this space limits the choices available for development. An understanding of the land that Chilliwack occupies is essential to the development of the complete picture of the community. You should discover what the physical setting of the area is like. In the study of the physical setting, consider the whole area, not just the urbanized section. You should study in some detail the climate, topography, etc., and discover what opportunities for and what limits to development these present. The physical setting has been somewhat altered by over one hundred years of settlement by white men. Have these alterations been desirable? Has good use been made of the setting? What stresses will the land be subject to when the population of the Lower Mainland doubles or triples? Is the area adequately protected to absorb these changes?

Temperature -- warm season, cold season -- highest and lowest temperatures recorded -- frost free period

Precipitation -- annual average -- percentage in snow -- problems (e.g., drought, freezing rains, etc.)

Topography -- highlands -- lowlands -- areas subject to flooding

Vegetation -- that present now -- what was there before extensive settlement -- what changes may occur

Soils -- types -- suitability for agriculture -- need for fertilizers, drainage, etc.

Waterways -- rivers, lakes, sloughs, -- problems of drainage and flooding -- Fraser River, Sumas Lake, Cultus Lake

Resources -- soil and other resources -- degree of utilization and development

Land Use -- how is the land being used -- is efficient use being made of it

Urbanization -- adaptation of urban development to physical setting -- alteration of physical setting by urbanization

Pollution -- are there any problems of environmental pollution -- air, water, or land

Aesthetics -- is the area scenic -- is the development arranged to make the most of the scenic beauties

This is an inclusive, not an exclusive list. This is just a basic outline of the type of information necessary for an overall picture of the physical setting. You may add any further information on the physical setting that you feel would be of interest or value to your report. Information gathering is only a first step; it is when you have analyzed and interpreted the material that you have come to grips with the problem.

Suggested sources of information:

1. weather office
2. files of the Chilliwack Progress
3. City Hall
4. Municipal Hall
5. 1/25,000 topographic maps
6. air photos of the area
7. Historical Society
8. Public Library
9. Chilliwack Museum
10. interviews with "old timers" in the area
11. car and foot tours of the area
12. books, pamphlets, etc., in school file

GROUP 2 POPULATION AND HOUSING

Your group has a most vital area of study because a knowledge of the background of the community is absolutely essential to the understanding of the community as a whole. You will need to gather some facts about the earliest settlers -- their origins and where they settled -- as well as the present day inhabitants. Since housing is closely linked with population, your group should investigate this factor and should, together with the Commerce and Industry group, undertake a study of the functional zoning of Chilliwack. You will be concerned only with residential zoning.

Population Statistics -- population of city and municipality at present and at census dates in the past -- percentage growth rates of population -- reasons for periods of unusually rapid or slow growth -- projected population figures.

Ethnic Origins -- influences of ethnic origins on occupations, settlement patterns and types of dwelling of early settlers -- significant ethnic groups that have settled in the area in the intervening years.

Native Population -- importance of Indian residents of the area -- numbers of people -- location -- contributions to community.

Socio-Economic Groupings -- categories of occupations -- income groupings.

Length of Residence -- percentage of population that has ties with early days -- percentage that are relative newcomers -- average length of residence in the area.

Population Densities -- where nodes of settlement developed -- patterns of spread of population -- present population densities.

Housing -- types of houses prevalent at various periods of history -- present day location of these types.

Zoning -- areas of high, middle and low income housing -- development of high density housing zones -- laws governing residential zoning.

Attitudes -- a very nebulous area and one that should be approached with great caution but nevertheless one with a potential of interest, and you could attempt to determine if there are attitude differences between segments of the population directly dependent on agriculture and those who are not; between those whose roots go back to the early days in the community and newcomers.

Feel free to pursue any other aspects of population, housing and residential zoning that interest you. Some suggested sources of information:

1. Canada census figures
2. Voters lists, especially federal
3. City Hall
4. Municipal Hall
5. Chilliwack Progress microfilm files
6. Public Library
7. Chilliwack Museum
8. Historical Society
9. Regional Planning Office
10. Driving and walking tours of the area
11. Interviews with "old-timers" in the area
12. Books, pamphlets, etc., in the school file
13. Attitude inventories and/or interviews with statistically valid samplings (only after approval from both teachers).

GROUP 3 COMMERCE AND INDUSTRY

Your group will study the economic base of Chilliwack and will primarily be concerned with the business community. Your work will include tours of major industries and should include an attempt to assess the economic health of the community. The commercial growth and present status of commerce in Chilliwack are also major areas for investigation. Remember farming is an industry. You share with the Population and Housing group a responsibility for a study of functional zoning; your area of responsibility being industrial and commercial zoning.

The Central Business District -- "Five Corners" -- reasons for its growth and development -- inventory and analysis of businesses in the area -- does the CBD reflect the agricultural base of the area.

Other Commercial Areas -- shopping centers -- linear development along arterial highways -- other commercial areas -- degree of dependence of commerce on agriculture.

Parking -- availability and convenience to commercial areas -- reasons for need for large parking areas -- present controversy and future development.

Importance of Commercial Development -- dollar value to community -- number of people employed.

Primary Industry -- types -- locations -- relative importance of each -- relationship to primary industries -- dollar value to community -- number of people employed.

Assessment of the Importance of Agriculture -- is Chilliwack primarily dependent on agriculture?

Functional Zoning -- areas zoned for commerce and industry -- historical development of these areas -- reasons for present location of these zones -- laws governing zoning -- areas for future development.

Your group will find its time quite fully occupied in industrial tours, interviews with plant officials, etc., and you will probably not be able to undertake any other studies than those listed. If, however, you find that you can pursue other fields of study, feel free to do so. Some suggested sources of information:

1. Provincial and Federal Department of Agriculture
2. Chilliwack Chamber of Commerce
3. City Hall
4. Municipal Hall
5. Regional Planning Office
6. Chilliwack Progress microfilm files
7. Public Library
8. Chilliwack Museum
9. Historical Society
10. Interviews with officials of local industries
11. tours of plants, farms, etc.
12. walking tours of commercial areas.

The first three topics are relatively concrete and easily identifiable; land, people and jobs. The last two are not so definite. They are functions which are essential to the operations of communities but, since they produce no readily visible product, they are sometimes ignored or given token support by society. These functions are given the name infrastructure by economists and include such functions as transportation, communication, and education. For this study we will divide this large area into two areas of study: one dealing with transportation, communications-type functions and another dealing with the social functions such as government, education, health care and recreation.

GROUP 4 TRANSPORTATION, COMMUNICATIONS AND OTHER NETWORKS

Your group is concerned with all the networks of the community from roads to sewers, railroads to radio stations that connect residents with each other and/or the outside world. You must discover not only what networks exist now, but also when they were constructed, what effects their construction had on the

life of the community, how efficiently they operate now and what additions and extensions may be necessary to accommodate future growth of the community.

Railroads -- lines that serve the community -- when built -- effects on economy of construction -- present services offered -- types of freight handled -- relative importance today -- possible future developments.

Highways -- what ones serve the community -- when first built -- how have they affected the growth of the community -- what types of highway transit and transport presently serve the community -- what types of goods are handled -- relative importance of this form of transportation -- possible future growth.

Streets and Roads -- street patterns -- reasons for their development -- present conditions of streets, sidewalks, lanes, curbs, etc. -- adequacy of road system -- future expansion needs.

Public Transit -- what exists -- is it adequate?

Telephone and Telecommunications -- internal and external networks -- when installed -- present size and importance of services.

Radio and Television -- what stations and channels serve the area -- types of programing presented -- suitability of programing to special needs of the community -- adequacy of service -- future expansion needs.

B. C. Hydro -- electricity and natural gas systems -- extent of services -- when installed -- expansion since -- present adequacy and efficiency of services -- expansion needs for future.

Waterworks, Sewers, etc. -- what facilities exist -- how long have they been in service -- are they adequate for present needs -- what are future expansion needs?

There will be a temptation for your group to become "bogged down" in information gathering as you have a large area to cover and lots of facts on "miles of sidewalk" and "tons of freight hauled" to accumulate. Remember that your real work begins when you take these facts and analyze them in terms of the quality of these services and their role in facilitating the growth and development of Chilliwack.

Some suggested sources of information:

1. Canadian National Railway
2. B. C. Hydro
3. B. C. Telephone
4. B. C. Department of Highways
5. City Hall
6. Municipal Hall
7. Chamber of Commerce
8. Regional Planning Office

9. Chilliwack Progress

10. Station CHWK

11. Local waterworks company

12. Chilliwack Museum

13. Books, pamphlets, etc., in school file

GROUP 5 INSTITUTIONAL AND RECREATION FACILITIES

Your group is concerned with some of those facilities that affect the quality of life. You should discover what facilities exist in the community, and, more important, how adequately and efficiently these facilities meet the needs of the people of the community. You should attempt to assess whether the agricultural base of the community is reflected in these facilities and whether or not they are responsive to the legitimate demands of the people. Bear these points in mind while conducting your research so that you will avoid merely compiling a list of organizations and/or calendar of events.

Government -- city and municipal -- structure of the government bodies -- how long members have held office -- what sections of the community they represent -- when they meet -- how they conduct their business -- what civil service exists to assist their work.

Health Facilities -- hospitals, clinics, nursing homes, etc. -- waiting lists to get treatment -- number of doctors, dentists, etc., available -- types of treatment obtainable in the community.

Community Welfare Facilities -- what facilities exist to help pensioners, the poor, deserted mothers and other groups unable to function without help -- are they adequate -- what groups use these facilities?

Subsidized Housing -- what facilities are available -- what groups of people are served?

Education -- schools, colleges, etc. -- what courses are offered -- what percentage of the population is served by the educational facilities -- new regional college.

Cultural Activities -- art, music, books, drama, etc. -- what facilities exist for learning and participating in these activities -- how much use do they get -- what people use them?

Recreation -- spectator and participating -- parks, community centers, ice rinks, swimming pools, etc. -- what facilities exist -- how well are they used -- are they adequate -- do they serve needs of all groups in the community?

Some suggested sources of information:

1. City Hall

2. Municipal Hall

3. Office of the Regional Planner

4. Library
5. Museum
6. Files of Chilliwack Progress
7. Community Services Council
8. Chilliwack School Board
9. Interviews with community officials
10. Books, pamphlets, etc., in school file.

Appendix F

STUDENT SCHEDULES

TENTATIVE SCHEDULE 1971

(February)

January 25		Team Leaders' Conference	Alpha (P.C.W. Office)
February 2	(a.m.)	Planning Committee Conference	Alpha/SFU (Ma. Seminar)
	(p.m.)	Visit of Planning Committee to Learning Resources Center, SFU	
February 8		Team Leaders' Field Trip to Chilliwack for Pre-Contacts	Chilliwack
February 11		Planning Committee Meeting -- Report from Team Leaders	Alpha (Ma. Seminar)
February 18		Planning Committee Field Trip to Chilliwack	Chilliwack
February 19	(a.m.)	Team Leaders' Conference	Alpha (P.C.W. Office)
	(p.m.)	Team Leaders' Meeting with UBC contacts	UBC
February 24		Planning Committee Conference	Alpha (Socials Resource Center)

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POSSIBLE DATES COMING UP:

1. Actual Field Trip to Resource-Based Community -- April 28-30

2. Seminars, Symposia, Media Presentations -- May 17-21.

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PLANNING COMMITTEE CONFERENCE

LOCATION: a.m. Math Seminar
p.m. SFU

A G E N D A

MORNING SESSION: 10:15 a.m.

1. Introduction of Committee Members
2. Outline of Alpha Project -- Mrs. Doyle
3. Purpose and Function of Planning Committee -- Mr. Onstad
4. Tentative Schedule
5. Explanation of Role of Consultants
6. Election of Student Co-ordinator
7. Questions, Discussions, etc.
8. Adjournment of Morning Session

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AFTERNOON SESSION: 12:30 p.m.

An informal visit to the Learning Resources Center at Simon Fraser University.

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TENTATIVE SCHEDULE 1971

(February - March)

February 25	1.	Conference with Dr. R. Sabey, Executive Director, Project Canada West	
		(a) with Team Leaders 8:30 a.m.	Isabel Reid Room,
		(b) with Planning Committee 9:00 a.m.	Library, Alpha
	2.	Planning Committee visit to "Centennial History Display" 12:00 noon -- Mrs. Doyle	Evergreen Hall, Chilliwack
	3.	Conference with representatives of Central Mortgage and Housing Corporation 1:00 p.m. -- Mr. Onstad	BCTF Building, Vancouver
March 11		Planning Committee Meeting 1:30 p.m.	Resource Center, Alpha
March 12		Planning Committee Field Trip to Chilliwack -- 8:30 a.m.	Chilliwack
March 17		Planning Committee Meeting with Consultant, Mr. Stanley King 10:00 a.m.	Isabel Reid Room, Library, Alpha
March 31		Planning Committee Meeting 9:00 a.m.	Isabel Reid Room, Library, Alpha
April 1		Planning Committee Field Trip to Chilliwack -- 8:30 a.m.	Chilliwack

TENTATIVE DATES COMING UP:

1. Actual Field Trip to Chilliwack -- April 28-30

2. Seminars, Symposia, Media Presentations -- May 17-21.

SCHEDULE 1971

(April - May)

April 6	Consultation -- with Dr. J. Lewis Robinson, Department of Geography, UBC -- with Team Leaders -- 1:30 p.m.	UBC
April 21	(a) Team Leaders Meeting -- 9:00 a.m.	Resource Center, Alpha
	(b) Consultation -- Mr. Ray Frost, Assistant Co-ordinator, Professional Development Program, SFU -- 9:30 a.m.	Project Office Alpha
	(c) Planning Committee Meeting -- 11:00 a.m.	Isabel Reid Room, Alpha Library
	(d) Team Leaders Meeting -- 1:00 p.m.	Project Office Alpha
April 23	Planning Committee Field Trip to Chilliwack -- 8:00 a.m. - 4:00 p.m.	Chilliwack
April 26	Consultation -- with Mr. Tom Dykes, Edward Milne Secondary School, Sooke	321-23, Alpha
April 28	Planning Committee Field Trip to Chilliwack -- 8:00 a.m. - 4:00 p.m. (Final Trip)	Chilliwack
April 29	Planning Committee Meeting -- 9:00 a.m.	Resource Center, Alpha
May 3	Planning Committee Meeting and Workshop -- all day	Resource Center, Alpha
May 4,5,6	Field Trip to Chilliwack	

ALPHA PROJECT

CHILLIWACK FIELD STUDY
AGRICULTURAL SERVICE CENTER

GENERAL SCHEDULE

Tuesday, May 4

MORNING	8:00 a.m.	Leave Alpha Secondary School
	9:15 a.m.	Arrive Canadian Forces Base-Chilliwack
	9:15 - 10:30 a.m.	Tour of CFB -- Chilliwack (Vedder Crossing) (Tour includes briefing by Major A. Derrick, followed by bus tour of base)
	10:30 a.m.	Leave CFB -- Chilliwack
	11:00 a.m.	Arrive Cultus Lake Entrance Bay Provincial Picnic Site
	11:00 - 12:00 Noon	Lunch at Cultus Lake
AFTERNOON	12:00 noon	Leave Cultus Lake Picnic Site
	12:30 p.m.	Arrive Chilliwack Senior Secondary School
	12:30 - 1:00 p.m.	Unloading and storage of luggage at school
	1:00 p.m.	Leave school for downtown
	1:00 - 2:30 p.m.	Orientation walking tour of Chilliwack
	2:30 p.m.	Arrive at CSSS for billet placement and luggage pick-up

ALPHA PROJECT

CHILLIWACK FIELD STUDY
AGRICULTURAL SERVICE CENTER

GENERAL SCHEDULE

Wednesday, May 5

MORNING	9:00 a.m.	Arrive CSSS with billets
	9:15 a.m.	Leave school by bus for farm visits
	9:45 a.m.	Arrive at farms
	9:45 - 11:15 a.m.	Tours of two typical farms in Chilliwack-Sardis Area -- (Farms visited with Mr. G. Cruickshank, District Agriculturalist will include the Jake Stobbe farm and the Alan Toop farm)
	11:15 a.m.	Leave farms
	11:45 a.m.	Arrive at CSSS
AFTERNOON	12:00 - 12:30 p.m.	Lunch in Chilliwack
	12:30 - 3:00 p.m.	Group Field Studies (see separate Group Schedules)
EVENING	8:00 - 11:00 p.m.	Folk singers with Chilliwack Senior Secondary School students hosting Alpha Students

ALPHA PROJECT

CHILLIWACK FIELD STUDY
AGRICULTURAL SERVICE CENTER

GENERAL SCHEDULE

Thursday, May 6

MORNING	9:00 a.m.	Arrive CSSS with billets and luggage
	9:00 - 9:15 a.m.	Storage of luggage at school
	9:15 - 1:45 p.m.	Group field studies (see separate Group Schedules -- make own arrangements for lunch during this period)
AFTERNOON	1:45 p.m.	Arrive CSSS to pick up luggage and bus
	2:15 p.m.	Leave school by bus
	2:30 p.m.	Arrive Fraser Valley Frosted Foods Ltd.
	2:30 - 3:00 p.m.	Tour of Fraser Vale Foods Plant
	3:00 p.m.	Leave Fraser Valley Frosted Foods Ltd.
	4:00 p.m.	Arrive Alpha Secondary School

ALPHA PROJECT

CHILLIWACK FIELD STUDY
AGRICULTURAL SERVICE CENTER

GROUP SCHEDULE

GROUP I - PHYSICAL SETTING

DAVE NEUFELD

Tuesday, May 4	MORNING	With full tour to 1:00 p.m. (See General Schedule)	
	AFTERNOON	1:00 p.m.	Leave Chilliwack Senior Secondary School by bike
		1:30 p.m.	Arrive Chilliwack Airport
		1:30 - 2:15 p.m.	Air flight over Chilliwack
		2:15 p.m.	Leave airport
		2:30 p.m.	Arrive at CSSS for billet placement and luggage pick-up

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Wednesday, May 5	MORNING	With full tour to noon (see General Schedule)	
	AFTERNOON	1:00 - 3:00 p.m.	Various group activities: Visit to Museum and Library Meeting with Town Planner (2) 1:30 p.m. Bike Tours
	EVENING	8:00 - 11:00 p.m.	With full tour for folk singers at CSSS (see General Schedule)

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Thursday, May 6	MORNING	9:00 - 1:45 p.m.	Various Group Activities: Interview with District Agriculturalist 10:00 a.m. (3) Bike Tours Photographs
	AFTERNOON	With full tour (see General Schedule)	

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ALPHA PROJECT

CHILLIWACK FIELD STUDY
AGRICULTURAL SERVICE CENTER

GROUP SCHEDULE

GROUP II - PEOPLE AND HOUSING

STEVE SIPOS

Tuesday, May 4

MORNING — With full tour to 1:00 p.m. (see General Schedule)

AFTERNOON — With full tour to 2:30 p.m. (see General Schedule)

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Wednesday, May 5

MORNING — With full tour to noon (see General Schedule)

AFTERNOON — 1:00 - 3:00 p.m. — Various Group Activities:
People: - Visit to Museum
- Contact Indian Agent
- City Hall
Housing:- Field Research (Bikes)
- Museum
- Meeting with Town Planner (2) 1:30 p.m.

EVENING — 8:00 - 11:00 p.m. — With full tour for Folk Singers at CSSS (see General Schedule)

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Thursday, May 6

MORNING

9:00 a.m.	Leave CSSS for airport
9:30 a.m.	Arrive Chilliwack Airport
9:30 - 10:15 a.m.	Air flight over Chilliwack
10:15 a.m.	Leave Airport
10:30 - 1:45 p.m.	Various Group Activities:

People: - Interview with Member of Mennonite Community
- Interviews at CSSS with students and teachers

Housing:- Field Research (Bikes)
- Visit local real estate insurance offices
- personal interviews

AFTERNOON — With full tour (see General Schedule)

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STUDENT PREPARED STUDY OUTLINE

HOUSING AND POPULATION

SUB TOPIC - Population

This topic is concerned with:

- the general history of the people
- population trends
- statistical reports (can be done at school)
- problems and their solutions W.R.T. population
- relating trends in population to progress of agriculture
- study of ethnic groups
  - Indian population: history - future acceptance problems
  - Religious influence: Mennonite influence
  - Extent of Dutch population

One team will be occupied with the mechanics of understanding the population growth trends. To do this properly you will have to know about the historical growth to date, the problems of the community (what brings people?), and the close ties between these trends and agricultural development in the area. Chilliwack began as a supply town, and in the past years has dangerously threatened the agriculture. What can be done about it? Is Chilliwack ready for such growth as is predicted? Do the people want this change? The museum is a good source of historical facts; but the best place to learn is from an established resident. Don't be afraid to talk to people. The people that the facts effect don't read the reports of population. They have seen and reacted to the change. How is the change affecting the younger population? Must they still leave Chilliwack after finishing school due to the lack of employment? Find people who know!

The second team should study the population in less general terms. You will be asked to cover the study of ethnic groups in Chilliwack. History is an important aspect of your topic but don't get away with facts. Look for an understanding of the situations during the development and of present circumstances of the different ethnic groups.

The Indians were once an important part of the community. Where are they now? What are they doing? How are they accepted? What are their problems?

Religious groups have also had great influence on the area in the past. The Mennonite religion was introduced during the 1920s and

immediately set about causing changes in the attitudes of the people. Is religion a controlling factor in Chilliwack? Do the people tend to clan together as in some small towns, or is the population of 8,700 too large to be influenced this way?

There was also an introduction of Dutch farmers in the Valley. Are they a factor to be considered, or has their day also receded along with the Indians and Mennonites?

While following your schedule, it should be kept in mind that the people who know most about your topic are the people, both residents and professionals of Chilliwack. You should try to talk to anyone and everyone who is willing to talk to you; but be careful not to take everything you hear as gospel - be critical and inquisitive - then make your own conclusions. Interviews should be made with the Indian Agent and/or at the reservation.

Both topic groups should be reminded of two things:

- Try not to get bogged down in facts and irrelevant details. Try to react to the town and then to analyze what you feel about it and why you feel it.

- Feel free to record your impressions in whatever media you think suitable.

- If you can find an aspect of your topic which you feel is most important and you wish to concentrate on one thing - it could be arranged. The introductions to your topic are merely aids in helping you to get involved in your topic. They are only suggestions to help your creativity and understanding.

- The project title is still "A Study of a Resource-Based Town - An Agricultural Distribution Center."

- Whatever your doing, keep in mind that almost everything has some relationship to agriculture - past or present.

- Everyone has been asked to look into the history of his or her topic, in order to better understand this relationship to agriculture.

- Is Chilliwack losing its "Agricultural Distribution Center" title?

- Keep your eyes open and look around! Always look around and look to the future.

A Few Words on the Chartered Flight

Out of a zeal for your education, and because the money is someone else's - everyone on the field trip will be taken on a fifteen

minute plane tour of Chilliwack and the neighboring area.

This is an ideal situation for housing and even population because of the unique view of Chilliwack in a different light.

Physical expansion is visible everywhere - and yet there are still vast expanses of farmland literally next door.

This would be our chance to make proper use of our photography equipment, to illustrate the housing situation and confirm Chilliwack as being an Agricultural Distribution Center.

Note: Use fast film and think light.

CHILLIWACK FIELD STUDY

AGRICULTURAL SERVICE CENTER

GROUP SCHEDULE

GROUP III - BUSINESS AND INDUSTRY

IMOGENE LIM

Tuesday, May 4th	MORNING	With full tour to 1:00 p.m. (See General Schedule)	
	AFTERNOON	With full tour to 2:30 p.m. (See General Schedule)	

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Wednesday, May 5th	MORNING	With full tour to noon (see General Schedule)	
	AFTERNOON	11:45 a.m.	Leave for Airport
		12:15 p.m.	Arrive Chilliwack Airport
		12:15-1:00 p.m.	Air flight over Chilliwack
		1:00 p.m.	Leave Airport
		1:15-3:00 p.m.	Various Group Activities Visit to Museum and Library Chilliwack Progress (Microfilms) Interview with Town Planner (2) (1:30 p.m.) Street Mapping, Interviews with Businessmen
	EVENING	8:00-11:00 p.m.	With full tour for Folk Singers at CSSS. (see General Schedule)

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Thursday, May 6th	MORNING	9:00-1:45 p.m.	Various Group Activities Tour of Cattermole Timber Logging Operation 9:00-noon (4) Chamber of Commerce Interview with District Agriculturalist 10:00 a.m. (2)

Tour of Bowman's Sawmill, Sardis
Bus Leaves 10:45 a.m. (6)
Tour of Vedder River Shake and
Shingle Co. 12:00 noon (3)
Tour of hop farm 12:00 noon (3)

AFTERNOON With full tour (see General Schedule)

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GROUP III BUSINESS AND INDUSTRY

WEDNESDAY, May 5th

1:30 p.m. Interview with town planner

Sandy, Debbie, Janet
- areas of expansion
- reason of present location of zones
- laws governing the zoning
- parking availability
- lack of tall buildings
- redevelopment of run-down areas

1:15-3:00 p.m. Field Mapping, interviews with businessmen (informal)

(1) Roger and Mike	Wellington Avenue,
(2) Bob and Guy	Young Street North
(3) Sandy, Debbie and Janet	Yale Road East
(4) Roberta, Karen and Diane	Yale Road West
(5) Sandra, Heather and Veena	Young Street South

Include things such as:

- type of business, number of people employed
- length of occupancy
- type of consumers (income bracket)
- does it reflect agricultural base of area?
- does Canadian Armed Forces Base affect sales?

RESEARCH WORK: Chilliwack Progress
Sandra, Heather, Veena
- any information pertaining to development of Five Corners, industries....

RESEARCH WORK: Library, Chilliwack's history
Roberta, Karen, Diane

INFORMAL INTERVIEW: unemployment office
Roger, Guy, Bob, Mike
- unemployment - summer employment
- job availability for graduates

MUSEUM: everyone

THURSDAY, May 6th

9:00 a.m.-1:00p.m.	Cattermole - Timber Logging Operation
	Roger, Mike, Bob, Guy - location - relative importance - dollar value to community - number of people employed
9:00 a.m.	Informal interview with Chamber of Commerce
	Roberta, Karen, Diane
10:00 a.m.	Interview with District Agriculturalist
	Roberta, Karen, Diane - types of farms (acreage) - dollar value to community - location
10:45 a.m.	Bus leaves for Sardis - tour of Bowman's Sawmill
	Sandy, Debbie, Janet Veena, Sandra, Heather
12:00-1:00 p.m.	Tour of Vedder Shingle and Shake Company
	Sandy, Debbie, Janet, Veena
12:00-1:00 p.m.	Tour of hop farm
	Roberta, Karen, Diane, Sandra, Heather

CHILLIWACK FIELD STUDY

AGRICULTURAL SERVICE CENTER

GROUP SCHEDULE

GROUP IV - TRANSPORTATION & COMMUNICATION

ADRIA LILLBECK

Tuesday, May 4th	MORNING	With full tour to 1:00 p.m. (see General Schedule)	
	AFTERNOON	1:00-3:00 p.m.	Orientation to Chilliwack

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Wednesday, May 5th	MORNING	With full tour to noon (See General Schedule)	
	AFTERNOON	1:30 p.m.	Arranged Interviews Bus Lines - Bill Mills Streets and Roads - Gordon Heath B.C. Hydro - Mr. MacDonald Chilliwack Progress - Brian McCristall
		3:00 p.m.	Air flight over Chilliwack
	EVENING	8:00-11:00 p.m.	With full tour at folksingers

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Thursday, May 6th	MORNING	10:00 a.m.	Interviews and tour at CHWK Gene Ross
	AFTERNOON	With full tour (see General Schedule)	

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GROUP IV

RADIO, NEWSPAPER, TELEPHONE, TELECOMMUNICATIONS

Dan McCafferty
Pete Richmond
Al Blott

Remember

- think for yourself
- know what your going to ask before the interview
- don't stay within sample questions, explore on your own
- bring back any maps and information you can gather

Interview

- Brian McCristall
  Chilliwack Progress - tour and interview
  Wednesday at 1:30 p.m.

- Gene Ross, Bill Coombers or Harold Roberts
  Station CHWK
  Thursday at 10:00 a.m.

Sample Questions

- what stations and channels serve the area
- types of programing presented
- suitability to community needs
- adequacy of services - future expansion
- internal and external networks (television)
- when installed - present size - importance
- cost to people - party lines - number of people served

Sources of Information

- B.C. Telephone
- CHWK
- Newspaper files
- Municipal Hall
- City Hall
- Chamber of Commerce

Public Transit, Railways, Airport, Road Transport

Bob Kohut
Glen Weed
Mike Robinson

Remember

-- think for yourself
-- know what you're going to say before the interview
-- don't stay within the questions given -- explore on own
-- bring back any maps and information you can gather

Interview

Bill Mills
Chilliwack Bus Line
Wednesday 1:30 p.m.

Sample Questions

-- what exists -- is it adequate
-- schedules-lines that serve community
-- when built -- effect on economy
-- present services offered
-- types of freight hauled
-- relative importance today
-- possible future developments
-- what types of highway transit and transport serve community?
-- relative importance of different transporting
-- possible future expansion
-- Airport schedule -- airlines charters -- costs
-- facilities

Sources of Information

-- Bus line
-- C N station
-- Chamber of Commerce
-- Regional Planning Board
-- Airport
-- Freight Hauling Company

STREETS, ROADS AND HIGHWAYS

Marla Noga
Audrey Bagnall
Jo Williamson

Remember

- think for yourself
- know what you are going to ask before the interview
- don't stay within the sample questions, explore on your own
- bring back any maps and information you can gather

Interview

Mr. Health
Streets and Roads, City Hall
Wednesday at 1:30 p.m.

Sample Questions

- street patterns, reason for their development (five corners)
- present condition of streets (paving)
- sidewalks, lanes, curbs, crosswalks, etc.
- adequacy of road system, future expansion
- difference between city and municipality roads
- funds spent
- what highways serve the community
- when first built, future expansion
- have they affected the community
- accidents (highways, roads)
- patrol of streets and highways

Sources of Information

B.C. Department of Highways
City Hall
Municipal Hall
Chamber of Commerce
Regional Planning Board
Police Department

ALPHA PROJECT

CHILLIWACK FIELD STUDY
AGRICULTURAL SERVICE CENTER

GROUP SCHEDULE

GROUP V - RECREATION, GOVERNMENT, ETC.

CINDY MILLER

Tuesday, May 4	MORNING	With full tour to 1:00 p.m. (see General Schedule)	
	AFTERNOON	1:00 - 3:00 p.m.	Tour of Recreation Facilities, including fairgrounds, Coliseum, Evergreen Hall Interview with Mr. Dick Cave, Recreational Co-ordinator

* * * * * * * * * * * * * * * * *

Wednesday, May 5	MORNING	With full tour to noon (see General Schedule)	
	AFTERNOON	1:00 p.m.	Tour of City Hall and Council Chambers: Interview with Alderman Jim Pritchard and Municipal Clerk
		2:00 p.m.	Tour of Chilliwack General Hospital Interview with Mrs. Nutter, Superintendent of Nurses
	EVENING	8:00 - 11:00 p.m.	With full tour for Folk Singers at CSSS (see General Schedule)

* * * * * * * * * * * * * * * * *

Thursday, May 6	MORNING	9:00 - 10:15 a.m.	Various Group Activities: Visits to School Board Offices, Senior Secondary School, Museum, Library, Women's Institute
		10:30 a.m.	Tour Chilliwack Community Chest and Services with interview with Miss S. Thompson, Assistant Director
		11:15 a.m.	Leave for Airport
		11:30 a.m.	Arrive Chilliwack Airport
		11:30 - 12:15 p.m.	Air Flight over Chilliwack
	AFTERNOON	With full tour (see General Schedule)	

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APPENDIX G

'A FEW SAMPLES OF MATERIALS USED BY STUDENTS'

*NOT INCLUDED

IN THIS APPENDIX

IS A MAP OF CHILLIWACK

CHILLIWACK

SOLID PAST ★ **PROSPEROUS PRESENT** ★ **ASSURED FUTURE**

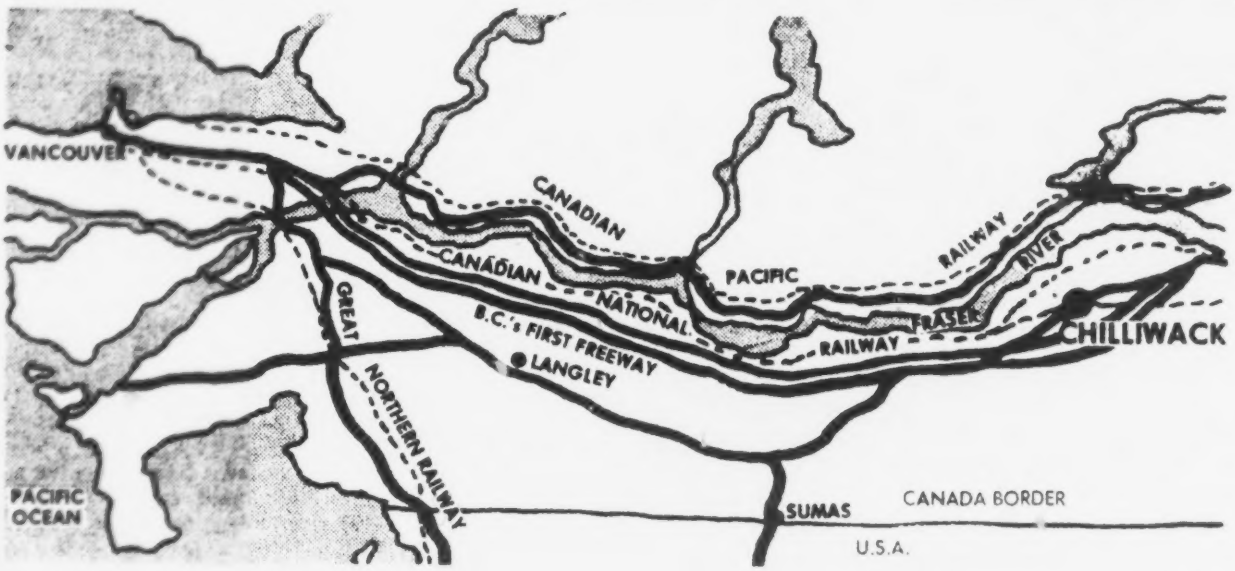
Market? Industrial Site? Distributing Centre?

CHILLIWACK OFFERS EVERYTHING!

LOCATION:
- 60 miles from deep-sea
- on B.C.'s first freeway
- on Trans Canada Rail
- on Trans Canada Highway
- on navigable river

SERVICES:
- on oil-line
- on gas-line
- on B.C. Hydro
- airport
- rail, river, road

CLIMATE:
- fog-free
- adequate rainfall
- mild winter
- moderate summer
- no extremes



Broad-based development potential

THERE aren't too many communities in Western Canada that can look back on a full century of development. The Chilliwack area, located 60 miles inland from Vancouver in the lush Fraser Valley, is one such community; and it is moving into a second century on a solid basis created during the first.

First settlers came to the Chilliwack area in the 1860's, recognizing it as an excellent source of food for miners who were seeking gold farther

up the Fraser and in the Cariboo. The farming basis laid then has persisted through 10 decades and has led to some of the most intensive dairy, poultry, small fruit, and cash crop production in Canada. On that basis, too, has developed a variety of food-processing plants from which emerge some of Canada's most-respected food brand names: "Pacific", "Delnor", "Dairyland", "Fraser Vale", "Royal City", "York" – to mention a few.

And while farm production and food processing have grown with the times and with the demands of hungry metropolitan Vancouver, urban Chilliwack continues to be the "service centre" for a large portion of B.C.'s Lower Mainland. Much of the service is provided in a core area adjacent to Chilliwack's unique "Five Corners", a hub of activity that dates back to the intersection of roads at "Centreville" in pioneer days, and which now provides goods and services for close to 60,000 people in 20 communities.

Growth of Chilliwack's urban area has not been as rapid or as spectacular as that in areas adjacent to Vancouver; but it has been steady and well-conceived, and it has resulted in some of Western Canada's most attractive residential districts, with amenities to match.

It is this combination of natural attributes and sound development that has prompted the claim: "Chilliwack offers everything!" Whether the demand is for an industrial site, market prospects, or a pleasant place in which to live, Chilliwack offers location, services, climate, and amenities second to none in Canada.

As it has for a century, agriculture continues to provide the sound economic base for Chilliwack area development; but the economy is substantially complemented by extensive neighbouring forest activities, by the service-oriented activities at Canadian Forces Base at Chilliwack, and by the increasing number of visitors who like the Chilliwack area's scenery, climate, and recreational facilities.

Actually, a check of consumer reports and sales indices will reveal that the Chilliwack area consistently rates among the top communities in Canada in per capita market and purchase statistics. On the other hand, Dominion Bureau of Statistics indicates that Chilliwack has fewer than 10,000 people; and that does not sound like a sizeable market. However, Chilliwack city is only part of the picture; the rest of it comprises the surrounding Chilliwhack municipality with 22,000 people, and a bevy of adjacent communities, within 30 miles, that add up an additional 30,000 people.

The Chilliwack area is and has been a recognized leader among Fraser Valley communities for several decades; and it plans to stay out front, despite the rapid development of Metro Vancouver to the west.

Actually, there are two "Chilliwacks", – city and municipality.

Chilliwack city's progressive council works actively with its business and professional people to create and maintain a progressive and attractive business community. And the larger, surrounding municipality of Chilliwhack, source of the agricultural wealth and centre for most of the potential development, is facing the future with imaginative new plans that were five years in the making, and are now being implemented through the services of a full-time professional planner.

For the area, the township's new plans are doubly exciting. Not only do they promise sound future development, but they mark a progressive approach to the second century. In 1973 Chilliwhack Township will observe its 100th anniversary of incorporation. And in that same year, the City of Chilliwack (without the second "h") will be 65 years of age. Economically, the two Chilliwacks are complementary. Administratively, they work together through inter-municipal committees and through a variety of common bodies.

Enquiries about the area can be directed to the city, the municipality, or to the Chamber of Commerce. The latter has been providing an unofficial link between the two Chilliwacks for two thirds of a century, working cooperatively with both councils from a full-time office. Confidential enquiries may be directed to the chairman of the Chamber's Industrial Committee, K. H. McGaw, A.C.I., R. 1 (B.C.) Box 210, Chilliwack.

There have been predictions that the productive farms and rural vistas of the Chilliwack area will eventually be obliterated by the relentless eastward expansion of Metro Vancouver. But Chilliwack planners see that time as a long way off and are planning to preserve attractiveness while making provision for expansion. It's true that the province's first freeway links Chilliwack and Vancouver, and places Chilliwack's produce and people only an hour from downtown Vancouver. But now, and into the foreseeable future, Chilliwack residents enjoy a combination of the best in rural and urban living – and "enjoy" is the right word. The combination provides excellent roads, but none of those frustrating morning and evening traffic jams. In fact, few Chilliwack area residents take as long as 10 minutes to get to work. The combination contains, too, a climate that is mild, with winters reasonably snow free. It provides recreation that is only minutes away: two fine golf courses, excellent lakes, a nationally famous hot springs, a hockey rink, four curling rinks within a half-hour's drive, a community swimming pool, an uncluttered airport – and one of the continent's best-known steelhead streams. With an assortment of fine churches, good schools, and an excellent hospital, Chilliwack has most of the pluses of big city life, with few of minuses.

But for those who are industry-minded or market-oriented, the Chilliwack area has much more to offer than pleasant amenities. A partial list of the economic pluses includes: lots of good land, all adjacent to transcontinental rail, transcontinental highway, and even adjacent to potential river transportation; both the natural gas line and the oil pipe-line pass through Chilliwack; there's abundant hydro and water supply; there's community awareness through weekly newspaper, local radio, and cable television, all service-oriented; and there's stable municipal government serving industrious responsible people. Many of these stable, industrious and responsible people will be available to complement your staff.

Chilliwack area people and planners do not envisage huge industrial complexes developing on their pleasant and productive acres; but they can see future expansion along the lines of secondary industry, related to farm and forest, and to service industry and acitivity. The crystal ball is not clear as to what the future holds for Chilliwack industrially, economically, and commercially; but a century of pleasant living suggests that Chilliwack will continue to be a wonderful place in which to work, live, and bring up a family. Anyone interested in the potential and prospects is invited to enquire, by letter or in person, or both ways – with a leisurely visit highly recommended. That is a pleasant way to discover that "Chilliwack offers everything".

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Agriculture presents pollution challenge

By JOHN DAVIES
Regional News Director

One of the inevitable headaches of most Fraser Valley councils is trying to keep the peace between urban-dwellers and farmers . . . especially when the centre of the argument is the homely old manure pile.

It is a familiar story. Residents complain about flies and odor. The farmer fires back that he is doing his level best to keep the nuisance to a minimum.

He will sometimes add, with a note of irritation in his voice, that his farm was there before the houses were ever built, and new residents might reasonably have foreseen that farm animals produce manure.

What both sides often overlook is that agriculture today is a far cry from what it was.

Sheer economic necessity and the need to keep food costs down have revolutionized farming. Fewer farms are producing more food than ever before from less acreage.

Twenty-five years ago, one farm worker produced enough food for himself and 12 others. Today he feeds himself and 48 others.

Larger herds

In dairying, the trend has been to fewer producers and larger herds. Hundred-cow herds are not uncommon today; some approach 200.

In the poultry industry, buildings on small acreages may house up to 250,000 birds. The National Hog Company near Abbotsford built facilities to market 24,000 hogs a year. Some commercial feed lots market between 5,000 and 10,000 head of cattle a year.

Waste disposal problems confronting some of these mammoth operations are staggering in their dimensions.

Agricultural engineer Tom Windt of the department of agriculture, Abbotsford, cites these figures:

- Disposing of wastes from a 100-cow dairy herd and related young stock is equivalent to the disposal problem from a town of 3,000 people.
- Marketing 24,000 hogs a year (which means there might be 10,000 hogs at any one time) creates a disposal problem equivalent to a city of 25,000 people.
- A 10,000 head feeder lot is equivalent to the disposal problem from a city of 150,000 people.

"Can the agricultural industry support waste disposal systems equivalent to that required by a city of 150,000 people?" Mr. Windt asks. "I would guess not — not unless the price of the product goes up considerably."

Agriculture on this scale poses challenges which have not always been resolved, but progress is being made.

Despite research, Mr. Windt says, there is no single method universally satisfactory for the treatment and disposal of animal wastes originating from confinement livestock operations. Field spreading, incineration, lagooning and dehydration have all been tried, but no one method has been found to be a widely applicable solution.

"In this modern day technology that is an awful statement to make," Mr. Windt confesses, "but it is basically true."

These problems have mushroomed as and when farming operations have grown far beyond the point where the available land can support the livestock. With large numbers of animals confined in a small area, huge quantities of feed are purchased because the pasture itself would be completely inadequate. But this practice means that the land can no longer use the quantities of manure produced.

In the dairy industry, this is not yet a critical problem, Mr. Windt points out. Although the trend is to larger herds, there is generally enough land to absorb the manure if it is applied at the right time.

Spreading of manure when the land is already saturated with rain-water is, obviously, just asking for pollution problems.

Poultry operations are in a different category. Sometimes there is very little land apart from the building site itself, so disposal of manure at the site is out of the question. It has to be stored until it can be hauled to someone else's field. Ability to store manure for prolonged periods, to keep it dry, and to exclude flies from the building are obvious needs in today's large poultry buildings.

Odor and pollution problems will depend to a large extent on the type of building and the housekeeping practices of the operator.

Mr. Windt said the wet flush cage system, which involves sluicing out the manure, is highly unsatisfactory from the odor point of view.

Deep pit design

It was to reduce odor and flies, as well as providing an efficient manure-handling system, that Mr. Windt adapted a design developed in Maine for a deep pit cage house. This system, which uses forced air ventilation to help dry the manure, has been adopted (in some cases with minor adaptations) by at least 35 Fraser Valley poultrymen at the present time, an impressive record of acceptance since it was introduced less than two years ago.

At present the poultryman often gives the manure away. All he asks the farmer obtaining it is to come and clean it out.

To avoid pollution at the National Hog Company operation, an oxydation ditch is being used. Design and testing of this system has been a co-operative project of the company, provincial and federal departments of agriculture, agriculture and civil engineering departments of the University of British Columbia, and B.C. Hydro.

It consists of a large gutter designed in the shape of a race track and installed right under a conventional confinement-type hog finishing building. Waste falls through a slotted floor and is treated in the ditch, which has an electrically-driven paddle wheel type aerator. This introduces large amounts of oxygen into the effluent and creates favorable conditions for aerobic bacteria to break down organic matter.

Tests with this particular system have shown that odor has been eliminated, BOD reduction is about 90 per cent, there are no foaming problems, and there is some reduction of nitrate nitrogen.

Extent of the agricultural pollution problem is far from being fully measured. Mr. Windt comments that there

is very little monitoring of farm ditches and streams. An exception is the Krahn dairy farm at Sardis, which has co-operated with the department of agriculture in allowing monitoring to take place there. Water samples are sent to the University of British Columbia for analysis and so far there has been no indication of any significant pollution, Mr. Windt says.

Examining the overall picture, Mr. Windt sees little room for complacency.

"The agricultural industry," he stresses, "has a responsibility to find answers to these waste disposal problems. The concept that agriculture was here first and should be left alone no longer holds. Urbanization is spreading and if agriculture is to co-exist and remain a vital part of our economy, immediate steps must be taken."

● Received and filed a petition asking for the complete abatement of odors and nuisance from the Eversfield Poultry Farm on Hazel Street. Previous investigation indicated that Mr. Eversfield was complying with all regulations and council had suggested that a civil court action appeared to be the only recourse for the petitioners. Alderman Dorothy Kostrzewa read a letter from C. W. Wood, a poultry specialist in Abbotsford, which indicated that the Eversfield Farm was considered by poultry specialists as a good example of how nuisance factors from the poultry business can be elim-

Must still find money

Mall idea appeals to city council

Proposal to establish a mall on Mill Street has found strong support in city council, now all council has to do is find money for its share of the cost and get the go-ahead from Mill Street merchants.

At its meeting on Monday night council decided to refer the matter to the administration committee to determine exact costs involved and also, whether or not money is available for the project.

Alderman Dick Smith, public works committee chairman, said that necessary work for a mall would cost about $19,500 (give or take five per cent). This amount, he said, is above and beyond normal improvements planned for the street.

City council share of the additional work would be 35 per cent and in rough figures amounts to about $7,000.

Alderman Jim Pritchard, a council member on the Advisory Planning Commission, said he would like to have seen council approve the expenditure so "we can get going on this. The planning commission would like to meet with Mill Street property owners and present an offer," he said.

Mayor A. B. Holder commented, "I'm very much in favor of this project and I don't want to dampen it, but we have to make sure the money is available. I don't think it is fair to approach them until we have figures and can tell them that we are definitely prepared to go ahead."

Planner recommends advisory commissions

Advisory planning commissions should be set up in each electoral area in the Fraser - Cheam regional district and interim controls brought in until a development plan for the entire region can be introduced, it is recommended by J. S. Dhillon, Chilliwhack township's director of planning.

These are some of the planning steps urged by Mr. Dhillon in a report to regional district directors. But, he warns, there is no sidestepping the need for a comprehensive development plan.

"There is no escape," he declares. "A well thought out development plan for the regional district is a 'must' and I recommend that the Regional District of Fraser-Cheam invest generously to ensure the completion of such a plan. But let's not kid ourselves. Preparation of a development plan involves years of continuous work for a large staff."

Interim controls envisaged by Mr. Dhillon are seen as a stop-gap measure to keep existing problems in check.

Most of the growth, he points out, is taking place in the southern 10 per cent of the regional district, including the areas of Chilliwack, Kent, Harrison Hot Springs and Hope.

However, he stresses, there are certain areas in the district where land is being preempted and "commercial and other contentious land uses" are coming in. These include Lindell and Chilliwack Lake, Popkum and Laidlaw, Silver Creek and Kawkawa Lake, along the Trans - Canada Highway between Hope and Yale, Harrison Lake, Boston Bar and North Bend.

"It is considered desirable that, pending the development of a long range plan for orderly growth of the regional district, some interim measures should be adopted to protect the available usable land, to forestall unscrupulous subdivision and contentious land development activity in the areas of immediate concern," says Mr. Dhillon.

To get to work on these problems, Mr. Dhillon suggests, the problem areas must be defined, some knowledge of the local problems must be acquired, and a certain amount of land use data obtained.

"Once this has been done," he declared, "then necessary interim regulations could be suggested for adoption and enforcement. Public education on the advantage of planning controls will be necessary to enlist public support. It is necessary that the people, for whom we are planning, be involved in all stages of the program."

Action recommended by Mr. Dhillon includes:

(1) Establish advisory planning commissions in electoral areas.

(2) Regional district planning staff to conduct survey of areas of immediate concern so as to get first - hand information on the type of development and its extent. Local assistance would be useful here.

(3) Planning staff should meet with advisory planning commissions in each area to get opinions on local problems, goals and aspirations.

(4) Area priorities should be established.

(5) Interim controls should be developed for the areas of concern in order of their priority.

(6) Develop a 'blanket control' for the rest of the regional district.

(7) Enforce the control.

"It is recommended that the regional district adopt this practical planning program designed to solve those immediate problems which are not only publicly visible but are vital," says Mr. Dhillon. "This program will encourage local participation, and will set the stage for more sophisticated future planning work."

At last week's meeting of regional district directors, Mr. Dhillon's report was adopted in principle.

Executive committee will study implications of the report and report back to the next meeting on how the recommendations can be carried out.

Plan to operate sawmill near Sardis

Plans to operate a sawmill at 8186 Mill Road, Sardis, were approved in principle by township council on Monday night.

In a letter to council Fien Lumber and Veneer Ltd. of R.R. 1, Sardis indicated, "this company is now repairing and modernizing the present mill and will do some expanding at a later date. When completed it will be a non-polluting operation." "Presently eight men are employed at the site and when repair work is completed there will be between 15 and 20 employees."

Chief reason for the letter was the fact that the property in question has been zoned for agricultural purposes and the zoning must be changed to general industrial.

On the recommendation of the director of planning, council approved in principle the idea of rezoning. Application for rezoning must go through the Lower Mainland review panel before it can be granted.

Mill has been in operation at the site for 36 years. Originally it was operated by Freeland and Macken and later the name was changed to Frazier Hardwoods.

Five stores in first stage

Work now underway for shopping centre

Work has started on the first phase of a shopping centre project near the intersection of Cheam Avenue and Yale Road West.

It will consist of some 30,000 square feet of store space, including an 18,000 square foot supermarket and four other stores. Second phase will include another 30,000 square feet of store area.

There will be parking space for 185 cars. Construction of the first phase is expected to be complete by the beginning of June, while it is hoped to finish the second phase by the end of the year.

Developers are Kam Holdings Ltd., principa which are Art Harms, pre dent of Buy Rite Market, a Fred Boehme, proprietor Southgate Garden Shop.

Contractors for the proje are Harry Rudolph Constru tion Ltd., who were this we pouring the foundations.

There will be three er rances to the shopping ce tre. One will be from Chea Avenue, directly across fro Hope Street. From Yale Ro there will be an entrance o posite Hodgins Avenue a also beside the Southga Garden Shop. Contrary previous plans, the gard shop will not be relocate

FRASER VALLEY FROSTED FOODS LTD.

BOX 240
CHILLIWACK
B.C.

LANGLEY FRUIT PACKERS LTD.
MONTAGUE
P.E.I.

Fraser Valley Frosted Foods Ltd.

Leading Producer of Frozen Produce

Recovers from flood to build coast to coast name for Fraser Vale frozen foods. Adds east coast plant to meet demands of domestic and export markets.

"A fortunate combination of factors such as fertile soil, level topography, and a moderate climate, have made possible the high degree of agricultural development which has taken place in the Fraser Valley."

This is the somewhat matter-of-fact wording of a B.C. department of lands bulletin. Because it is an official publication, it steers clear of superlatives and Madison Avenue phraseology.

But how would the Madison Avenue boys phrase it? Rich black loam nurtured in the rampart-protected hinterland and washed down by the mighty Fraser River waters . . . succulent peas . . . juicy strawberries ripening under blue skies. . .

In the midst of this rich and productive land is Fraser Valley Frosted Foods Limited which harvests the ripened crops, processes and freezes them, and offers them, in bright packages, to the consumer from the grocers' freezer compartments.

But let us, for a moment, go back to the provincial bulletin, mainly for background material:

"Spring comes early in the Fraser Valley—often in March. Temperatures increase gradually as the season advances, and with summer come warm sunny days and cool nights."

"The production of peas and corn for freezing and canning has become an important industry. . ."

"The growing of vegetables is an important agricultural activity, and a wide variety of crops are grown both for fresh use and for canning."

P.E.I. OPERATION

In Prince Edward Island, rapidly-conditioned soils bring abundant harvests to the hardy residents who rely on farming to bring them a large percentage of the island's total income. Much of the land is under field crops, growing potatoes, vegetables and small fruits.

Here Langley Fruit Packers Limited, a company fully-associated with Fraser Valley Frosted Foods, is in the midst, with a processing plant at Montague in the heart of the growing area.

FORMED IN 1945

The products from the plants at opposite ends of the country are the now-famous Fraser Vale frozen foods, sold across Canada, and now exported to several countries overseas.

The idea of starting a frozen foods plant in Chilliwack was conceived by George Williams in 1945., who with five other investors formed the company directorate. Production was started in 1946, with George Williams as president, and his son, Jack, as superintendent.

Subsequently, Jack Williams purchased the shares of those who wished to drop out, and in 1956 acquired controlling interest in the company.

Jack Williams relates that back in 1945, the directors met and made a forward-marching decision to order 150 tons of strawberries for the season's pack. There likely were some qualms about so big a purchase because 150 tons is a lot of strawberries!

Today, it is not unusual to run 150 tons in one day.

In 1945, the plant could freeze 15 tons a day while storing 120,000 pounds. Today it can freeze 150 tons while storing 15 million pounds.

The plant had a small beginning; but the rich vegetables and fruits it processes, and the progressive policy of management, especially in the area of quality control, has made the company a leader in the frozen foods industry in Canada today. But, according to Jack Williams, it nearly didn't make it. During 1948, the Fraser River flooded, covering much of the plant with five feet of water. The directors looked at the flooded-out plant and passed a resolution to wind up the business.

The following day the water started to recede. They took a second look and decided to rescind their previous motion. But it was, for a time, touch and go.

Today, the two plants—one in Chilliwack and one in Montague—produce a large portion of frozen fruits and vegetables produced in Canada.

Some of the vegetables packed are: asparagus, green beans, wax beans, broccoli spears, brussel sprouts, carrots, cauliflower, cut corn, onions, peas and carrots, french fries, hash browns.

Fruits include: blueberries, raspberries, strawberries.

Other items produced are: Chinese Foods, Fish and Chips and prepared foods.

PHONE: (604) 795-7281
TELEX: 04-3613

FRASER VALLEY FROSTED FOODS LIMITED

BOX 240, CHILLIWACK, B.C.

Processors of **FraserVale** Frozen Fruits and Vegetables

2 PLANTS LOCATED AT MONTAGUE, P.E.I. AND CHILLIWACK, B.C.

FROZEN FOOD PRICE LIST

Effective January 4, 1971

CODE	COMMODITY	Size or Packed	Price Per Doz/Lb.	Price Per C/S
	ASPARAGUS			
1001	F.V. Fcy. Spears K. Lok	24/10	6.45	$12.90
1034	F.V. Fcy. "Econo Pack"	12/2	.75	18.00
	BEANS - GREEN - Reg. Cut			
1201	F.V. Fcy. K. Lok	24/10	2.55	5.10
1204	F.V. Fcy. Opaque Poly	12/2	.24½	6.12
1205	F.V. Fcy. Poly	6/5	.23½	7.05
1206	F.V. Fcy.	20 lbs.	.23	4.60
1207	F.V. Fcy.	45 lbs.	.22½	10.13
1254	Frozo Choice Poly	12/2	.21¼	5.10
	BEANS - GREEN - Fr. Cut			
1301	F.V. Fcy. K. Lok	24/10	2.35	4.70
1304	F.V. "Econo Pack"	12/2	.24	5.76
	BEANS - BABY LIMAS			
1401	F.V. Fcy. K. Lok	24/12	3.30	6.60
1404	F.V. Fcy. Opaque Poly	12/2	.32	7.68
1407	F.V. Fcy.	50 lbs.	.27	13.50
	BEANS - WAX			
1504	F.V. Fcy. Opaque Poly	12/2	.26	6.24
1507	F.V. Fcy.	45 lbs.	.24	10.80
	BROCCOLI SPEARS			
1702	F.V. Fcy. K. Lok.	12/10	3.60	3.60
1704	F.V. Fcy. "Econo Pack"	12/2	.31	7.44
	BROCCOLI - CHOPPED			
1802	F.V. Fcy. K. Lok	12/10	3.00	3.00
1804	F.V. Fcy. Poly	12/2	.21 2/3	5.20
	BRUSSEL SPROUTS			
2002	F.V. Fcy. K. Lok	12/10	3.30	3.30
2004	F.V. Fcy. Opaque Poly	12/2	.33	7.92
2017	F.V. Fcy.	50 lbs.	.32	16.00
2054	Frozo Choice Poly	12/2	.29	6.96

F.O.B. CHILLIWACK, B.C.
Terms 1% - 10 Days Net 15
PRICES SUBJECT TO CHANGE WITHOUT NOTICE
T.O.S. - Temporarily out of Stock.

FRASER VALLEY FROSTED FOODS LIMITED

CODE	COMMODITY	Size or Packed	Price Per Doz/Lb.	Price Per C/S
	CARROTS			
2204	F.V. Fcy. Diced Opaque Poly	12/2	.14½	3.50
2205	F.V. Fcy. Diced	6/5	.14	4.20
2218	F.V. Fcy. Diced	55#	.13	7.80
2304	F.V. Fcy. Sliced Poly	12/2	.183	4.40
2305	F.V. Fcy. Sliced Poly	6/5	.17½	5.25
2308	F.V. Fcy. Sliced	45#	.17	7.65
2404	F.V. Fcy. Whole Poly	12/2	.33	7.92
	CAULIFLOWER			
2602	F.V. Fcy. K. Lok	12/10	3.30	3.30
2604	F.V. Fcy. "Econo Pack"	12/2	.27 1/12	6.50
2654	F.V. Frozo Choice Poly	12/2	.23	5.52
2656	F.V. Choice	25 lbs.	.21	5.25
	CORN - CUT			
2801	F.V. Fcy. K. Lok	24/12	2.40	4.80
2804	F.V. Fcy. Poly	12/2	24.1	5.80
2805	F.V. Fcy. Poly	6/5	.20	6.00
2806	F.V. Fcy.	20 lbs.	.19	3.80
2807	F.V. Fcy.	50 lbs.	.18	9.00
2854	Frozo Choice Poly	12/2		T.O.S.
	CORN ON COB			
2904	F.V. Fcy. Poly	12/4	1.20	4.80
2905	F.V. Fcy.	4 doz.	.95	3.80
2955	F.V. Choice	4 doz.	.50	2.00
	MIXED VEGETABLES			
3101	F.V. Fcy. K. Lok	24/11	2.10	4.20
3104	F.V. Fcy. Opaque Poly	12/2	.227	5.45
3105	F.V. Fcy. Poly	6/5	.202	6.05
3106	F.V. Fcy.	20#	.19	3.80
3107	F.V. Fcy.	40 lbs.	.18	7.20
3154	Frozo Choice Poly	12/2	.19	4.56
	ONIONS			
3301	F.V. Rings	12/4	2.15	2.15
3302	F.V. Chopped Junior Poly	12/10	2.35	2.35
3303	F.V. Ring Inst. Layer Pack	4/2½		T.O.S.
	PEAS			
3501	F.V. Fcy. K. Lok	24/12	2.30	4.60
3504	F.V. Fcy. Opaque Poly	12/2	.24	5.76
3505	F.V. Fcy. Poly	6/5	.22	6.60
3506	F.V. Fcy.	20 lbs.	.21	4.20
3507	F.V. Fcy.	50 lbs.	.20	10.00
3554	Frozo Choice Poly	12/2	.20	4.80
3555	Frozo Choice Poly	6/5 lbs.	.19	5.70
3556	Choice	20 lbs.	.17	3.40
3557	Choice	50 lbs.	.16½	8.25

F.O.B. CHILLIWACK, B.C.
Terms 1% - 10 Days Net 15
PRICES SUBJECT TO CHANGE WITHOUT NOTICE
T.O.S. - Temporarily out of Stock.

FRASER VALLEY FROSTED FOODS LIMITED

CODE	COMMODITY	Size or Packed	Price Per Doz/Lb.	Price Per C/S
	PEAS AND CARROTS			
3701	F.V. Fcy. K. Lok	24/11	2.05	4.10
3704	F.V. Fcy. Poly	12/2	.21	5.04
3705	F.V. Fcy. Poly	6/5	.18	5.40
3706	F.V. Fcy.	20 lbs.	.16	3.20
3707	F.V. Fcy.	40 lbs.	.15½	6.20
	POTATOES (FRENCH FRIED)			
4101	F.V. Fcy. "Reg. Cut" K. Lok	24/9	1.65	3.30
4104	F.V. "Reg. Cut" Opaque Poly	12/2	.19 4/10	4.65
4105	Frozo Choice "Reg. Cut" Poly	12/2	.17	4.08
4156	F.V. Fcy. "Reg. Cut"	30 lbs.	.16	4.80
4204	F.V. Fcy. "Crinkle Cut" Poly	12/2	.19 4/10	4.65
4304	F.V. Fcy. Shoestring	12/2	.19 4/10	4.65
	POTATO PRODUCTS			
4601	F.V. Hash Brown K. Lok	12/12	1.50	1.50
4604	F.V. Hash Brown Opaque Poly	12/2	.15	3.60
4605	F.V. Hash Brown Poly	6/4	.141	3.40
	SPINACH (LEAF)			
5002	F.V. Fcy. K. Lok	12/12	2.65	2.65
5004	F.V. Fcy. "Econo Pack"	12/3	.22	7.92
	TURNIPS			
5104	F.V. Fcy. Poly	12/2	.15	3.60
	APPLES			
6004	F.V. Fcy. Poly	12/2	.25	6.00
6006	F.V. Fcy. Carton	35 lbs.	.16	5.60
	BLUEBERRIES			
6201	F.V. Fcy. K. Lok	24/11	3.67½	7.35
6204	F.V. Fcy. Opaque Poly	12/2	.38½	9.25
6206	F.V. Fcy. Carton	30lbs.	.38	11.40
	BOYSENBERRIES			
6404	F.V. Fcy. Poly	12/2	.44	10.56
6405	F.V. Fcy. Carton	25 lbs.	.40	10.00
	CHERRIES (5+1 Pitted)			
6606	F.V. Fcy. Pails	30 lbs.	.31	9.30
	PEACHES (SLICED)			
6801	F.V. Fcy. "Canco"	12/15	3.90	3.90

F.O.B. CHILLIWACK, B.C.
Terms 1% - 10 Days Net 15
PRICES SUBJECT TO CHANGE WITHOUT NOTICE
T.O.S. - Temporarily out of Stock.

FRASER VALLEY FROSTED FOODS LIMITED

CODE	COMMODITY	Size or Packed	Price Per Doz/Lb.	Price Per C/S
	RASPBERRIES			
7001	F.V. Fcy. "Canco"	24/15	4.47½	8.95
7004	F.V. Fcy. "Econo Pack"	12/2	.53	12.75
7006	F.V. Pail (Unsweetened)	28 lbs.	.33	10.64
7051	Frozo Choice "Canco"	24/15	4.27½	8.55
	RHUBARB (CUT)			
7104	F.V. Fcy. Poly	12/2	.195	4.70
7106	F.V. Fcy.	30 lbs.	.17	5.10
	STRAWBERRIES			
7201	F.V. Fcy. "Canco"	24/15	4.47½	8.95
7204	F.V. Fcy. "Econo Pack"	12/2	.40	9.60
7206	F.V. Choice (Sliced) 4+1 (Pail)	30 lbs.	.29	8.70
7251	Frozo Choice "Canco"	24/15	4.275	8.55
7306	F.V. Choice Whole 4+1 (Pail)	30 lbs.	.29	8.70
7354	Frozo Choice Whole Econo Pack	12/20	.373	5.60
7356	F.V. Fcy. I.Q.F.	30 lbs.	.36	10.80
	FISH AND CHIPS			
7704	F.V. Fish and Chips Cod	12/24	5.80	5.80
7804	F.V. Fish and Chips "Greenland Turbot" (Formerly "Greenland Halibut")	12/24	6.20	6.20

F.O.B. CHILLIWACK, B.C.
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CHILLIWACK COMMUNITY CHEST and SERVICES

organized to seek out and meet the Chilliwack area's unmet social needs.

HOMEMAKERS SERVICE

Helping in Valley homes for the past four years

PHONE 792-1042

COMMUNITY CHEST AND SERVICES

Headquarters and Information

PHONE 792-4267

MEALS ON WHEELS

Volunteers deliver hot meals

PHONE 792-6587

VOLUNTEER BUREAU

Providing purposeful jobs for those wanting to help others

PHONE 792-4267

COMMUNITY SERVICES CENTRE

HEADQUARTERS FOR A VARIETY OF COMMUNITY SERVICES

IN THE BARBER BLOCK
PHONE 792-4267

SERVICES STEM FROM STUDIES AND RECOMMENDATIONS OF THE SOCIAL PLANNING COMMITTEE

FAMILY COUNSELLING

Qualified Counsellors provide free family counselling daily

PHONE 792-4267

CHWK RAPID ADS FUND HELPING PROJECTS GET STARTED

FINANCED THROUGH GRANTS AND DONATIONS

INFORMATION SERVICE

Files provide community information of all kinds including Community Calendar

PHONE 792-4267

COMMUNITY SERVICES DIRECTORY

Annual 100 - page book provides details about all Chilliwack area community services

PHONE 792-4267

MEETING AREA

Many organizations use the centre for small meetings

PHONE 792-4267

CHRISTMAS ACTIVITY

Co-ordination of Pre - Christmas Services

PHONE 792-4267

ASSISTANCE FOR

Vedder Centre
Teen Power
Opportunity Workshop
Centennial Medallions
Teachers' Aides

Providing Community SERVICES Through Volunteer Activity

MEALS ON WHEELS

Meals On Wheels is a voluntary service which was started in the Community in January, 1969, with funds for the total cost of equipment and administration provided by the Soroptimist Club of Chilliwack. It provides hot, nutritious meals three times per week to elderly, handicapped, convalescent and chronically ill people who are ''shut-in'' and cannot cook or shop for themselves. The meals are provided by the Chilliwack General Hospital at a cost of 70¢ to the recipient. They are delivered by Volunteers between 5 & 6 p.m. The Volunteers to date have come from Rotary-Anns, Job's Daughters, men and women of the United Church and women of the Evangelical Church.

Each case must be a referral through the Family Physician, Public Health Nurse, Social Worker, or Minister to the Director: Mrs. Roy Winch, telephone: 792-6587.

COMMUNITY CHEST

Exists to be of service to the Community. Some of the Services mentioned have already been in operation. By having these coordinated through one office, a variety of service is offered to this area. With public financial support from individuals, organizations and governments, these commendable areas of service are offered to all.

The Community Chest and Services is your organization. It is here to be of service. We count on your interest and support. Together we can all help in making this Community a better place in which to live.

CHILLIWACK
COMMUNITY
SERVICES
CENTRE

#3, 9 Yale Road, East
CHILLIWACK, B. C.

Phone 792-4267

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Services provided

through

CHILLIWACK

COMMUNITY CHEST

& SERVICES

BIG BROTHERS

VOLUNTEER BUREAU

FAMILY LIFE INSTITUTE

CHILLIWACK HOMEMAKERS SERVICE

VEDDER DROP-IN CENTRE

COMMUNITY INFORMATION SERVICES

MEALS ON WHEELS

COMMUNITY CHEST

BIG BROTHERS

A local chapter of the International organization has now been established. It is a service whereby a man volunteers some of his spare time developing a ''friendship'' with a fatherless boy. Applicants (both men and boys) are carefully screened and matched. Ongoing counselling is provided.

Anyone with a few hours per week to spare, who is interested in becoming a Big Brother, may contact the Community Services Centre.

VOLUNTEER BUREAU

There are many people in the Chilliwack area with unused time or talents. By better utilization of these, greater service can be offered to the community. Your Community Chest & Services is ready to receive offers of help and requests for the assistance of volunteers. Let us know where you need help and let us know where you can be of assistance. Miss Sadie Thompson, telephone 792-4267, is the co-ordinator.

FAMILY LIFE INSTITUTE

This has been organized to provide opportunity for help in better family living and to lessen family breakdowns. Counselling and consultation will be available through the office of the Community Chest Services. Family Life Education Courses will be developed. The services of the Institute are available to anyone regardless of race, colour or religious beliefs. We are grateful to a large number of volunteer counsellors and other professional people who will be available for consultation.

CHILLIWACK HOMEMAKER SERVICE

Trained, capable women are available to assume responsibility for the care of a household where there is illness or emergency.

Our Homemakers care for the aged, children and convalescents. Our Homemakers do the housekeeping and maintain family life until the emergency has passed. This service is assisted financially by Chilliwack Rotary Radio Auction. For information contact Mrs. Richard Trott, phone 792-1042

VEDDER DROP-IN CENTRE

This is a pilot project recently initiated under the Community Chest and Services. It is a program for the residents of the Vedder Auto Court, Vedder Crossing; providing recreational, social, and learning opportunities for all members of the family from pre-schooler to adult. Both parents and volunteers will be involved in the organization of its further activities.

COMMUNITY INFORMATION SERVICES

Information is our business. Community Information Services will be prepared to provide information concerning Health, Welfare, Education and Recreational facilities and service in the community.

In addition to this the Community Chest & Services makes available for purchase a listing of the variety of services that are offered through clubs, churches and organizations. This detailed listing is prepared annually. Let us know where we can be of service to you.

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Appendix H

What Makes an Agricultural Community Tick?

The Columbian Saturday, May 1, 1971

What makes an agricultural community tick? How important are its roads and physical setting? What are its local power structures? And how does it react to urbanizing change?

The answers to those questions and more are being sought by 70 North Burnaby secondary students involved in a study called Project Canada West. As part of their investigation, they will be spending three

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By Jacke Wolf
Columbian Staff Reporter

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days -- May 4-5-6 -- in Chilliwack, studying that community and its people.

The young people are students in a grade eleven social studies class at Alpha Secondary School, taught by Mrs. Judy Doyle and Gary Onstad. Along with 13 other groups of secondary students in the four western provinces, they are trying to build a uniquely Canadian social studies curriculum for secondary schools.

PROJECTS SET

Project Canada West is an outgrowth of a Centennial Year study by A. B. Hodgetts, head of the history department at Upper Canada College. During 1967 and 1968, he studied the teaching of Canadian studies in Canadian high schools, and reported the results in a book called *What Culture? What Heritage?*

Hodgetts discovered the obvious -- most study materials were prepared in the U.S. or Britain. In a subject area which demanded a native approach, all the approaches were foreign.

After Hodgetts' book was published, a series of conferences was held across Canada to try to determine what could be done to remedy the situation. Out of this grew a western consortium for curriculum development in the area of Canadian studies: Project Canada West.

The project is controlled by a board of trustees, which includes the senior professional development officers from the teachers' organizations of the four provinces, and is funded partially by Canada Council and the Canadian Studies Foundation.

Teachers from the four provinces last year submitted project outlines, and a final 14 were selected, all of them concerned with urbanization and urban life.

There are three other projects in British Columbia. Powell River elementary students are studying the attitudes of kindergarten students toward their community. (How do the little kids see traffic, smog, change, tension and pressures?). Nanaimo secondary students are studying the political structure of municipal politics, identifying power sources within the community. And students at Britannia Secondary in Vancouver are studying the inner-city community, its ethnic divisions and the decision-making process.

The projects are not just one-year efforts. They will extend over four or five years. At Alpha, for instance, the study of an agricultural distribution center like Chilliwack is only the beginning. The school in coming years will study a one-industry town (like Trail), an "instant town" (like Gold River or Houston) and a tourist town (like Penticton).

The object of the exercise is to prepare a multi-media kit -- films, slides, pamphlets and organizational suggestions, showing how to study such a community.

"While the specific information about Chilliwack will not really be of any interest to students in Regina, it will give them some direction and materials so that they can go down to Weyburn and do a similar study, and compare it with the Chilliwack results," Onstad explained.

MISTAKES SEEN

"We also hope that our kids can begin to see a sort of 'reverse time trip,'" he continued. "For instance, if we study Prince George, the kids can see how Vancouver was a hundred years ago, and what mistakes could be avoided for Prince George.

"Already, in our planning committee trips to Chilliwack, the kids have seen the same problems, on a mini-scale, that we have here -- with growing traffic and parking congestion."

The early-May field trip is no spur-of-the-moment scheme. In previous classes, the kids have done similar studies on local problems.

"We've had individual studies coming in on drug problems in the city, the disappearing farmland in Richmond, housing of all sorts, the problems of the Chinese and Indians in the city -- you name it," Mrs. Doyle said.

VERY INVOLVED

"We have a couple of boys who have really become involved in studying the ecological and political aspects of the Four Seasons Development in Vancouver," she said.

"They have been attending all the council and protest meetings, talking to people in the street -- everything."

Some of the kids last year did a study on sidewalk problems along Parker Street in front of the school, after several students had been involved in accidents.

"After surveying all the residents, they found that, contrary to what everyone else seemed to think, including council, all the residents did favor better sidewalk provisions and were willing to pay for them on a local improvement basis," Mrs. Doyle said.

The current project is being conducted in a somewhat experimental manner, both teachers said. A new social studies curriculum is expected for grade eleven students next year, and the Alpha class is trying to operate under the new program a year ahead of time.

Mrs. Doyle and Onstad think they made a good teaching team. She has a degree in geography and is aware of the physical influences upon society, and the pressures of population concentration or other demographic factors.

Onstad is a graduate in commerce and law and is more interested in the sociological and political aspect of the community.

"Our approach on this project is called 'co-operative learning' --which is just another name for team teaching with a lot of student involvement," Onstad said. "We're trying to move the kids into a very heavy demoncratic choice -- they have elected their own planning committee and determine a lot of what they are going to do.

"We give them an outline of how to conduct an urban study and what things to look for and ask, but they arrange their own interviews and put the whole thing together with our consultation."

NOT A SENTENCE

Mrs. Doyle added, "We try to get the kids to feel that they are involved in what happens in the community.

"School should not be a 12-year sentence, where the kids are locked up from 9 to 3 every day and expected to mature like a good wine."

So far, she said, the kids have had good "vibrations" from the community.

"Most adults and often very important people like municipal officials and cabinet ministers will take a great deal of time to talk and explain things to the kids," she said.

"Mind you, as more and more high school social studies classes take this approach, all this good will may vanish," she laughed.

SFU INVOLVED

"But it's good for the kids' self-concept to know that they can communicate with the adult community on very important subjects."

This year's project budget is about $2,500, Onstad said, and most of it goes for materials and, of course, for the Chilliwack field trip. Expenses for the field expedition will be low, though, because students at Chilliwack Junior Secondary School have offered to billet the Alpha students.

The Learning Resources Centre at SFU also has provided facilities for splicing film and preparing many media presentations,

and the B.C. Teachers' Federation has done much of the project's printing.

Dr. J. Lewis Robinson, head of the UBC geography department, and Stanley King, an architect and planner, also have acted as consultants on the project.

While in Chilliwack, the students will study five different aspects of the community; its physical setting, population and housing; business and industry; transportation and communication; and government, education, social and recreational facilities.

The group studying the physical setting will be on bicycles during their three-day jaunt, and will have a brief plane flight over the area. They will consider the influence of temperature, precipitation, topography, vegetation, soils, waterways, resources, land use, urban adaptation, pollution and aesthetics.

GROUP STUDIES

The population and housing group will study population statistics, ethnic origins, native population, socio-economic groupings, average length of residence, population densities, types of housing, zoning and attitudes.

The business and industry group will survey the central business district and other commercial areas, parking, the importance of commercial development, primary industry, functional zoning -- and they will try to assess the importance of agriculture on the community.

The transportation and communication group will be concerned with railroads, highways, streets and roads, public transit, telephone and telecommunications, radio and television, B. C. Hydro, waterworks and sewers and any other similar areas.

The fifth group will consider health facilities, political and administrative government services, community welfare, subsidized housing, education, cultural activities and recreation.

NATIONAL UNITY

"As high schools all over the country study such communities more, we think they will begin to see some of our national unities," Mrs. Doyle explained.

Vancouver Sun

May 5, 1971

Chilliwack Gets Student Going - Over

Sun Staff Reporter

BURNABY - Seventy students from Alpha Secondary School here are attempting this week to find out what makes Chilliwack tick.

The Grade 11 students, armed with cameras, tape recorders and notebooks, are taking part in an experimental project designed to increase awareness of Canadian issues in schools across Canada.

A three-day field trip, which started Tuesday, will include airplane rides over the Chilliwack area, tours of farms, food processing plants and other industries and interviews with community leaders.

Slides, films and other materials produced by students and teachers will be made available to other schools in Canada.

The Alpha project ties in with a new social studies course on urbanization and will be continued by other groups from the school for the next three years in other resource-based B. C. communities.

The Burnaby school is one of 14 in Western Canada to take part in Project Canada West, which is financed by the Canadian Studies Foundation.

The experiment grew out of a 1967 study which showed that there was more emphasis in schools on U.S. and British content than on Canadian materials.

Alpha received a $2,500 grant this year for its participation in the project.

Chilliwack Progress, March 30, 1971.

Chilliwack has been chosen for an Urban Study by high school students from Burnaby as part of Project Canada West, a Social Studies curriculum development project now in operation in the four western provinces. Project Canada West is an outgrowth of the Canada Studies Foundation which was organized to develop more meaningful Canadian studies in the education systems across the country. The theme for the fourteen sub-projects is "the impact of urbanization on the environment in the Canadian context."

The Chilliwack study, which is one of four sub-projects in British Columbia, is being carried out by students and teachers from Alpha Secondary School in Burnaby. The Alpha sub-project involves a four-year study of "resource-based Western Canadian communities." Chilliwack was picked as an example of a Western Canadian agricultural distribution center.

The purpose of the Alpha sub-project will be "to develop in students an increased awareness of their own community by giving them an opportunity to observe, experience and participate in the affairs of smaller, resource-based communities." The program will provide students from a large urban area with "increased knowledge of, and sensitivity to, other communities in their region, province and country."

A Planning Committee of studentsts and teachers from Burnaby has been visiting Chilliwack over the past month to make contacts with various people in the community with a view to a major three-day field trip by up to eighty grade eleven students in early May. Mrs. Judy Doyle, one of the Alpha Team Leaders, has been most impressed with the friendly co-operation received by the Burnaby group in Chilliwack.

Students from Burnaby will be studying such topics as the history, transportation, communications, housing and recreation facilities in Chilliwack during their three-day stay. Films, slides, tape interviews and field trips in the city and surrounding area will contribute to the study. Materials and ideas on the uses of such a study will be made available to other schools in Canada.

Chilliwack Progress
May 5, 1971.

Students Studying Chilliwack

Bikes, buses, aeroplanes and "plenty of walking" are featured in a three-day study of Chilliwack by 70 Burnaby high school students which started Tuesday and concludes Thursday. The students are participating in an experimental project designed to "increase awareness of Canadian problems" in schools across Canada.

Project Canada West -- whose theme is urbanization -- is financed by the Canadian Studies Foundation, which is dedicated to the development of Canadian content and Canadian materials for use in the schools.

The Burnaby Alpha Project is part of a four-year study of various resource-based British Columbia urban communities thought to be "somewhat typical" of similar communities across Canada. This year the Alpha students are studying Chilliwack as "an agricultural service center." The purpose of the three-day field trip is to provide students from two large urban areas with "increased knowledge of, and sensitivity to, other communities in their region, province and country.

During their stay in Chilliwack the Burnaby teenagers will use a variety of media, including films, tapes and slides to record their impressions. Field trips to farms, food processing plants, saw-mills and other industries, as well as interviews with civic, social and recreational officials will help the students to "get the feel" of Chilliwack.

A unique feature of the Alpha Project is the modes of transportation the students will utilize. Aeroplane rides over the city and surrounding countryside, bike tours of the region, as well as the usual "bus and walk" tours have been arranged.

As an experiment in "participatory education," a democratically elected student Planning Committee has been working out the details of the activities. Chilliwack high school students will billet the Burnaby tourists and will entertain them at a folk-singing concert one night. Student Committee leader, Adria Lillbeck, 17, said that the Burnaby students "should come away from Chilliwack with a much broader knowledge of Canadian small towns than they had before."

Chilliwack Progress

May 12, 1971.

The students and teachers of Alpha Secondary School in Burnaby would like to extend their thanks to the citizens of Chilliwack for their warm hospitality and co-operation during our stay. Particular thanks to Doug Steinson students and teachers at CSSS who provided accommodation. As part of Project Canada West, our study of "Canadian Agricultural Service Centre" provided us with many new insights. Above all was confirmation that Chilliwack has warm, friendly people. Many thanks for helping to make our study a sucess.